

The Library of Congress'

EARLY STATE RECORDS PROJECT

converted from the original microfilm held by the
Vincent C. Immel Law Library, Saint Louis University

through the generous support of a grant from the

Council on Library and Information Resources

Kansas Superintendent of Public Instruction's reports

reformatted from the original and including:

Report of the Territorial Superintendent of Common Schools, <1859>

Report of Sup't of Public Instruction, <1861>

Report of the State Superintendent of Public Instruction, <1862>

Annual Report of the Superintendent of Public Instruction of the State of Kansas, <3rd (1863), 8th (1868)-9th (1869)>

Annual Report of the Department of Public Instruction of the State of Kansas, <13th (1873)>

EIGHTH ANNUAL REPORT

OF THE SUPERINTENDENT OF

PUBLIC INSTRUCTION

OF THE

STATE OF KANSAS.

1868.

OFFICE OF
SUPERINTENDENT OF PUBLIC INSTRUCTION,
TOPEKA, KANSAS, DEC. 20, 1868.

TO HIS EXCELLENCY N. GREEN,
Governor of the State of Kansas:

Sir: In compliance with the law of the State, I
herewith present the Eighth Annual Report of the
Department of Public Instruction.

Yours, very truly,

P. McVICAR,
Superintendent of Public Instruction.

TABLE OF CONTENTS.

Summary of Statistics.....	page 1
Superintendent's Tour.....	3
Assistant needed.....	3
Enrollment of Colored Children.....	3
Annual School Fund.....	4
Permanent School Fund.....	5
The Five Hundred Thousand Acres.....	9
Lands lost by Indian Reservations.....	10
The Osage Treaty.....	11
Equivalents located.....	14
Kansas Educational Journal.....	15
Amendments to School Law.....	16
State Institutions:	
State University	19
Agricultural College..	20
Normal School.....	20
Blind Asylum.....	21
Insane Asylum.....	22
Deaf and Dumb Asylum.....	22
Denominational Institutions.....	23
Graded Schools.....	24
Primary Schools.....	26
Age of Admission.....	28
Suitable Seats.....	29

Word-method.....	page 30
Map Drawing.....	31
United States History and Constitution.....	33
Architecture.....	34
Ventilation.....	36
Outhouses.....	40
Ornamenting Grounds.....	41
Permanency of Teachers.....	43
Female Teachers.....	45
Visiting Parents.....	46
County Superintendency.....	48
Salary of County Superintendents.....	50
Teachers' Institutes.....	52
Physical Culture.....	55
Moral and Religious Instruction.....	57
Conclusion.....	59

APPENDIX.

Reports of Institutions:

University of Kansas.....	65
State Agricultural College.....	68
State Normal School.....	71
Asylum for the Blind.....	74
Baker University.....	76
Lincoln College.....	79
Episcopal Female Seminary.....	83
Reports of County Superintendents.....	85
Convention of County Superintendents.....	124
Tables of Statistics.....	127
Supplemental Reports of State Institutions.....	137

R E P O R T .

As a basis of my report, I invite your attention to the following summary of statistics. The increase in each particular would be larger, were it not for the failure to receive the annual report of Clay, Cherokee, and Wilson counties. The law should require county superintendents to forward their annual reports to this office, as early as the 15th of October. The date now fixed—November 20th—is too late. Many of the reports do not reach this office until the 1st of December. This gives only a few days for the State Superintendent to make out his report to the Governor. Such a provision as I have recommended would generally insure full returns, in season to be carefully collated and arranged.

Summary of Statistics.

Number of school districts.....	1,372
Increase for the year.....	200
Number of reports from district clerks.....	1,232
Increase for the year.....	188
Number of white males, between the ages of 5 and 21 years.....	37,708
Increase for the year.....	7,680
Number of white females, between the ages of 5 and 21 years,.....	33,452
Increase for the year.....	5,177
Total number of white persons of school ages.....	71,160
Increase for the year.....	12,857
Number of colored males between 5 and 21 years.....	2,538
Increase for the year.....	291
Number of colored females between 5 and 21 years.....	2,452
Increase for the year.....	169
Total number of colored persons of school ages.....	4,990
Increase for the year.....	460

Total of white and colored persons of school ages.....	76,150
Increase for the year.....	13,240
Number of white males enrolled in public schools.....	22,639
Increase for the year.....	3,179
Number of white females enrolled in public schools.....	20,560
Increase for the year.....	3,077
Whole number of white persons enrolled in public schools.....	43,200
Increase for the year.....	6,256
Number of colored males enrolled in public schools.....	1,000
Decrease for the year.....	236
Number of colored females enrolled in public schools.....	940
Decrease for the year.....	329
Whole number of colored children enrolled.....	1,940
Decrease for the year.....	565
Whole number of white and colored persons enrolled.....	45,140
Increase for the year.....	5,691
Number of pupils in select schools, seminaries, academies and colleges.....	2,169
Decrease for the year.....	2,074
Whole number in public schools and other institutions of learning,	47,209
Increase for the year.....	3,611
Average daily attendance of white persons.....	26,142
Increase for the year.....	6,551
Average daily attendance of colored persons.....	1,096
Increase for the year.....	114
Average length of time school has been taught.....	5 months.
Increase for the year.....	6-10
Number of male teachers employed in public schools.....	746
Increase for the year.....	205
Number of female teachers employed in public schools.....	855
Increase for the year.....	191
Average wages paid to male teachers in public schools.....	\$39.56
Increase for the year.....	.16
Average wages paid to female teachers in public schools.....	\$29.08
Increase for the year.....	2.67
Amount paid for teachers' wages.....	\$203,878.54
Increase for the year.....	33,442.15
Amount expended for repairs and incidentals.....	\$45,319.87
Increase for the year.....	2,495.45
Amount disbursed to counties on semi-annual dividends.....	55,989.90
Increase for the year.....	8,028.54
Amount received from fines and estrays.....	30,804.98
Increase for the year.....	9,551.60
Amount raised by direct tax for support of public schools.....	342,421.70
Increase for the year.....	69,364.74
Total amount derived from various sources for public schools,	429,215.58
Increase for the year.....	86,943.66
Number of school houses—log, 271; frame, 472; brick, 28; stone, 182; total.....	953
Increase for the year.....	250
Total value of school houses.....	\$813,062.75
Increase for the year.....	239,372.67
Amount of cash invested for permanent school fund.....	86,613.50
Increase for the year.....	26,846.91
Amount of State and United States bonds purchased.....	90,675.00
Increase for the year.....	23,950.00
Amount of productive school fund in State treasury.....	187,421.56
Increase for the year.....	90,675.00

SUPERINTENDENT'S REPORT.

3

Amount of installments due on sale of school lands and bearing interest at ten per cent.....	331,392.23
Total productive school fund.....	518,813.79

SUPERINTENDENT'S TOUR.

The State Superintendent, during the past year, traveled a distance of over five thousand miles, on business connected with the school interests of the State, visiting schools, attending institutes, delivering public lectures, and discharging other duties incumbent on the position.

AN ASSISTANT NEEDED.

The area of Kansas is so extensive that it is impracticable for one man to visit all the parts of the State in one year, and at the same time perform the office work, already considerable, and constantly increasing. The assistant should be a person competent to conduct teachers' institutes, address the people effectively, and of good business habits. The State cannot hope to secure a man competent for such a position, for less than fifteen hundred dollars a year. I trust the Legislature, at its next session, will provide the means for the employment of a suitable assistant in this department.

ENROLLMENT OF COLORED CHILDREN.

As will be seen by the foregoing summary of statistics, the only decrease reported in school returns, is the number of colored children enrolled in public schools. This decrease can be accounted for in part by the fact that the attendance of white and colored children was not, in all cases, reported separately. The same is true of the length of term school was taught. In some localities, a very great prejudice against the co-education of the races, still exists. It

is noticeable, also, that the greater prejudice prevails in communities less advanced in general intelligence. In a few districts, schools for the white children, even, were entirely suspended, in order to deprive a few colored children of the "equal educational advantages" which the law guarantees to all the children of the State, irrespective of caste or color. The true policy is to let the statute remain impartial. General intelligence will dissipate prejudices. Separate schools, in small districts, are a waste of means. Why should the highest institutions of the State be open to colored children, and the public schools be closed? The only course worthy of a free people, is to give each child—be he white or black, rich or poor—a fair and equal chance in life, and let him work out his own destiny.

ANNUAL SCHOOL FUND.

By reference to table "E," giving disbursements in detail, it will be seen that orders were issued in favor of forty-one counties. The amount per child of school age was seventy-one cents on the March dividend, and eighteen on the July dividend, or *ninety-nine* cents in all, to each person of school age reported in the State. This amount per scholar is larger than in many of the older States. In the State of Wisconsin the disbursements for 1867 were only forty-seven cents per child of school age. The amount per scholar for the past year, in Kansas, would have exceeded one dollar had it not been for the failure of Leavenworth county to pay its quota of the one-mill tax to the State Treasurer. The deficit, when collected, will be applied on future dividends. It would seem to be only just to other portions of the State that a particular county failing, either by a neglect of its officers or otherwise, to pay its proper quota of the one-mill tax, should not be entitled to a

share in the disbursements of that levy. The State Superintendent, however, has no option in the case. He is required by law to disburse to all the counties, on the basis of the number of persons of school ages reported by the county superintendents. The following is the amount of orders issued by the State Superintendent, on account of annual school fund, during the fiscal year ending November 30, 1868:

Summary.

Amount of orders issued on March dividend,	\$44,666.10
“ “ “ July “	11,323.80
Amount of orders issued in favor of publishers of Kansas Educational Journal,	1,159.31
Total, ...	<u>\$57,149.21</u>

PERMANENT SCHOOL FUND.

The permanent school fund of the State arises from three sources, viz.: the estates of persons deceased without heir or will, the five per centum of the proceeds of sales of United States lands within the limits of Kansas, and the proceeds arising from the sale of school lands. The Secretary of State, Superintendent of Public Instruction and Attorney General, are constituted a board of commissioners for the management and investment of the funds. The law at present restricts investments to two classes of securities—State and United States bonds. This is an excellent provision. It avoids the liability of delays in payment of interest, and litigations consequent in collections, as might often occur, if the funds were loaned to individuals. The lower rates of interest are more than counterbalanced by the promptness and safety insured.

The following statement shows the amount of cash

received by State Treasurer as per report, and the amount of cash invested by the commissioners during the fiscal year :

Permanent School Fund.

	DR.	CR.
Balance on hand Nov. 30, 1867, \$	79.44	
Am't rec'd per Treasurer's rep't,	81,368.21	
" invested by com'rs, . . .		\$86,613.50
" overdrawn, ...	5,165.85	
	<u>\$86,613.50</u>	<u>\$86,613.50</u>

From this exhibit it will be seen that the commissioners have overdrawn on the State treasury, in their investments, to the amount of \$5,165.85. This arose from an error in the amount reported to the commissioners as subject to investment. The amount overdrawn will be refunded at the January settlement.

Table "F" shows in detail the investments hitherto made, and the character of the securities now deposited with the State Treasurer. The following summary shows the whole amount of cash invested and securities purchased :

Summary.

Amount of cash invested in 1866, ...	\$26,778.36
" " " 1867, ...	59,766.59
" " " 1868, ...	86,613.50
Total, ...	<u>\$173,158.45</u>
Amount of securities purchased in 1866, ...	\$30,021.56
" " " 1867, ...	66,725.00
" " " 1868, ...	90,675.00
Total, ...	<u>\$187,421.56</u>

Table "G" shows, according to statistics gathered

from returns in the Auditor's office, the amount of sales of school lands, as reported by the several counties, previous to November 1st, 1868; also the amount paid on principal, and the amount yet due on principal. All the unpaid installments bear interest at the rate of ten per cent. per annum. The whole productive permanent school fund, therefore, is as follows:

State and U. S. bonds and securities deposited with State Treasurer, ...	\$187,421.56
Amount of unpaid installments on sale of school lands, ...	331,392.23
Total productive fund, ...	\$518,813.79

The first investment was made February 1st, 1866, less than three years ago, and now the productive fund amounts to over half a million dollars. As will be seen by comparing the amount of cash invested and bonds purchased, \$14,263.11 has been saved to the permanent school fund of the State on discount of bonds.

ACT OF MARCH, 1868.

On the 2d day of March last, the Legislature passed the following bill: "That the commissioners of the State school fund be and they are hereby required to invest the school fund, now in their hands, to the amount of twenty-five thousand dollars, in the bonds of the State of Kansas, authorized to be issued by an act entitled 'An act providing for the issuance and sale of the bonds of the State, for the purpose of paying the officers and members of the State Legislature, and current expenses of the State.'"

As the session of the Legislature was about to close, and some members were desirous to know what action the commissioners would take in reference to the in-

vestment required to be made, a meeting of the school fund commissioners was duly called, and the following resolution adopted, which was reported to the Legislature :

“*Resolved*, That the secretary of the board inform the State Treasurer that the board will invest \$25,000, in pursuance of a certain House bill, approved March 2d, 1868, providing for the issuance and negotiation of \$30,000 bonds, issued for the purpose of paying the amount yet due the officers and members of the Legislature of 1868, and the current expenses of the State, if, when said law shall have been published and taken effect, it shall appear that they are bound to so invest said money.”

On receipt of the above information, the Legislature at once passed the following joint resolution, which was duly signed by the Governor: “That the said commissioners are hereby prohibited from investing the above named funds in any of the bonds authorized to be issued by and under any law passed at the present session of the Legislature.” The commissioners, however, being of the opinion that the act authorizing the issue of the bonds of the State, for the purposes specified in the bill, was unconstitutional, and not willing to jeopardize the sacred endowment of the common schools, refused to invest in the bonds in question. Whereupon, a petition for a mandamus having been filed, and the case brought before the Supreme Court, the court, in a very able and exhaustive decision, sustained the position of the commissioners, and thus established two very important principles—1st. That the Legislature cannot constitutionally authorize the bonds of the State to be issued for the pay of members and officers, or for current expenses; and, 2d. That the commissioners for the

management and investment of the permanent school fund cannot be compelled, and have no right, to invest in bonds so issued.

THE FIVE HUNDRED THOUSAND ACRES.

According to the provisions of the Constitution, article 6, section 1, "The five hundred thousand acres of land granted to the new State, under an act of Congress distributing the proceeds of public lands among the several States of the Union, approved September 4th, A. D. 1841, * * * * shall be inviolably appropriated to the support of common schools."

For a number of years the people of the State acquiesced in this disposal of the land, and the more cheerfully, also, from the fact that so great a deficit in school lands had arisen from the final disposition of Indian reservations. In 1866, however, the Legislature, in violation of the express letter of the Constitution of Kansas, appropriated the whole five hundred thousand acres to railway companies, and appointed an agent to sell the lands, and pay the proceeds to the State Treasurer, to be held in trust for said companies.

Believing, as the constituted guardian of the interests of the common schools of the State, that an endowment which ought to realize over one million of dollars, and sacredly set apart for the support of schools by the express terms of the Constitution, should not be wrested from the schools of the State without an effort, at least, to test the constitutionality of such a bill, I petitioned the District Court of the Third Judicial District, on the 10th of December, 1868, at Topeka, Shawnee county, State of Kansas, for an injunction restraining the Governor from issuing patents to purchasers of said lands, and the State Treasurer

from granting certificates, paying out and receiving moneys on sales of said lands.

The action was instituted with a view to bring the case before the Supreme Court of the State. Judge Solon O. Thacher and E. V. Banks, of Lawrence, appear, at my request, as counsel in behalf of the schools of Kansas. By agreement, the main question will be presented to the court, viz.: The validity and constitutionality of the bill in question; or, in other words, whether, under the Constitution of the State of Kansas, the lands belong to the schools of the State, or to the railway companies.

To have such a question settled permanently, whatever may be the decision, will be of great benefit to the State; and it is certainly due to the Constitution, and the educational interests of Kansas, that a question involving the title of thousands of homesteads of innocent purchasers, as well as the support of our schools, should be submitted to the highest judicial tribunal of the State, and thus, so far as the State is concerned, finally decided.

SCHOOL LANDS LOST BY INDIAN RESERVATIONS.

In my previous report, I presented a statement of the number of acres of school lands lost to the State by the pre-occupancy of Indian reservations and trust lands. On further examination, I find that the statement then made, as to the amount, falls far below the actual facts in the case. The Cherokee Neutral Lands alone embrace the whole territory now comprising Crawford and Cherokee counties, an area of twenty-six miles east and west by fifty north and south. All this, amounting to 800,000 acres, has fallen into the hands of one man or company, not a single acre reserved for the benefit of common schools, and leaving thousands

of families exposed to the grasping avarice of a heartless monopoly.

Extensive, however, as this tract is, yet it is small in comparison with the original Osage Reservation, which embraced the vast area of fifty miles north and south by over two hundred and fifty miles east and west; thus, together with the Cherokee Reservation, covering practically one-fourth of the whole State of Kansas. Of the original Osage Reservation, all the territory now included in Neosho and Labette counties—a tract of land about twenty-seven and a half miles east and west by fifty miles north and south—has been treated for, as between the Government and the Osage tribe. By this treaty nearly half a million acres were ceded to the Leavenworth, Lawrence & Galveston Railway Company. No reservation was made in the treaty for the benefit of common schools. About *eight million acres* more still remain subject to treaty.

The Osage Treaty.

In May last, Hon. N. G. Taylor was sent from Washington, as president of a commission to hold a council with the Osages, and draw up a treaty, subject to the ratification of the United States Senate. I had the honor of meeting the commissioners at Humboldt, and presenting to them the claims of our common schools to some provision in the articles of stipulation about to be formed, by which the 16th and 36th sections, included within the reservation, should revert to the schools of Kansas. I met the commissioners subsequently, at Drum Creek, about 65 miles southwest of Humboldt, where the council were at the time convened, and again urged the considerations previously presented. Some of the commissioners, however, gave but little encouragement that any such provision could

be incorporated, owing, as was represented, to previous instructions at Washington, and the settled policy of the Government to dispose of these domains to capitalists and railway companies. A treaty was finally agreed upon, and signed by the commissioners and chiefs of the tribe. By the terms of the stipulation not a single acre was reserved for schools, but the whole domain, with slight exceptions, was to come into possession of Mr. Wm. Sturges, of Chicago, representing the Leavenworth, Lawrence & Galveston Railway Company, at less than twenty cents per acre.

Immediately on learning the main features of the treaty, I issued circulars to county superintendents and other leading citizens of the State, urging them to call public meetings and send remonstrances to our Senators and Representative at Washington, against the great public wrong sought to be perpetrated. Under the circumstances it seemed to be my duty also to proceed to Washington, which I accordingly did, to consult with our Congressional delegation on the subject. This treaty has not yet been passed upon by the Senate. It is now in the hands of the committee on Indian affairs. If ratified in its original form, it would have been a great calamity to the State. After the liberal subsidy of nearly half a million acres previously granted by the Government, after the \$900,000 of bonds voted by the counties along the line of the proposed railway, and still other subsidies, the attempt to secure to one man, or one company, nearly *one-fourth* the available soil of Kansas, and that on the condition simply of building one hundred miles of road, at the slow rate of twenty miles a year, without any guarantee to the cities most interested in the completion of the work, without a single acre reserved for the schools of the Commonwealth, with no recognition

of the rights of the people to the public domain, such an attempt had the appearance, at least, of being one of the worst swindles ever concocted within the bounds of any State or nation. The policy of the Government in the extinguishment of Indian titles had been, until of late, to purchase such reservations directly of the tribes. According to that eminently just policy, the Indian reservations reverted to the Government, and the laws governing public lands obtained. More recently, however, companies and favored capitalists have intervened between the Government and the people, and by urging their claims at Washington, day and night, ostensibly on the plea of public interests, but often through motives of personal gain, they have managed to secure nearly all the reservations and trust lands treated for since the admission of the State. The Osage Reservation is now the only one of importance remaining.

The Legislature, at its next session, should take immediate action in reference to this treaty, now pending. It is of vital interest to the people of Kansas that the stipulations of a treaty affecting such an extensive area of the public domain, should secure these two provisions: First, To reserve the sixteenth and thirty-sixth sections for the support of common schools; and Second, To throw open the rest of the reservation at once to actual settlers, at a reasonable price. By such provisions, the school interests could be secure, the rights of settlers protected, the General Government reimbursed, railway enterprises encouraged, and an extensive and solid landed monopoly prevented within the bounds of the State. Landed monopolies are a curse. They are contrary to the genius of republican government. It is the duty of the Legislature and our

Senators and Representative at Washington to save Kansas from such a blight.

The following is a summary of the amount of school lands lost to the State by Indian reservations and trust lands within the limits of Kansas :

Summary.

School lands on 16th and 36th sections of Indian reservations :

In Topeka U. S. Land District, . . .	159,269.44
In Cherokee Neutral Tract, . . .	53,000
In Neosho and Labette counties, . . .	55,000
In Osage Reserve, trust lands, . . .	500,000
Total acres, ...	767,269.44

EQUIVALENTS LOCATED.

By the act of admission, Congress dedicated the sixteenth and thirty-sixth section of every township of public lands to the State, for the support of common schools, and provided further that in case said sections, or any part thereof, had been sold, or otherwise been disposed of, other lands, equivalent thereto, and as contiguous as may be, should be granted to the State in lieu of the same. In 1863, according to the report of the Secretary of State for that year (table "B"), it appears that the commissioners, appointed by the Governor for that purpose, located 17,638⁵⁹/₁₀₀ acres for the benefit of schools, in lieu of school lands settled upon previous to survey. The Commissioner of the General Land Office at Washington, as will be seen by papers on file in the Auditor's office, confirmed, in part, the locations made by the State commissioners.

On careful examination, however, it was ascertained, as stated in my former report to the Legislature, that in lieu of school lands in the Humboldt land district,

settled upon previous to survey, the State was entitled to 2,764³¹₁₀₀ acres. It was further ascertained that the State was entitled to 4,660 acres for the benefit of common schools, in lieu of deficiencies in townships rendered fractional by the Missouri river.

In pursuance of a joint resolution of the Legislature, authorizing the State Superintendent to locate equivalents in lieu of the above deficit, I went to Humboldt last May, and, with the assistance of Messrs. Goss, Register of the United States Land Office at that place, and Dickenson, who seemed to be conversant, from actual observation, with the quality of most of the vacant lands, made a selection of the amount due the State in the Osage district. The list of selections was forwarded, by the Register, to Washington, and awaits the action of the Commissioner of the General Land Office. A selection was made in like manner also in the Topeka Land Office District, of the amount due the State in lieu of townships made fractional by the Missouri river. The list was duly forwarded to Washington. I hope that all the equivalents located will be confirmed by the Commissioner of the General Land Office, and become a part of the common school endowment of the State.

THE KANSAS EDUCATIONAL JOURNAL.

In the early history of the State, so impressed were the friends of education with the importance of having a journal devoted exclusively to the interests of public schools, that they assumed the responsibility of starting, in January, 1863, in the city of Leavenworth, a monthly, denominated the Kansas Educational Journal, to be a medium of communication between the teachers and school officers of the State.

During the war the enterprise met with varied for-

tune, resulting in a debt of over six hundred dollars. At the annual meeting of the State Teachers' Association, at Lawrence, in July, 1866, provision was made, by contributions from teachers and friends of education present, to cancel the whole indebtedness. In ———, 1866, the Legislature passed a law authorizing the State Superintendent to order the Journal to be sent to each district clerk in the State, at the rate of one dollar a year for each copy so distributed, and the same to be paid out of the annual school fund, as a part of the disbursement for the year.

The Journal is at present published at Emporia, under the financial and editorial charge of Professors Kellogg and Norton, of the State Normal School. Both in execution and editorial ability, the Journal is a credit to the State. The following resolution, passed unanimously at the last State Teachers' Association, indicates the appreciation in which it is held by those most directly conversant with the educational wants of the State :

“Resolved, That the thanks of the Association be tendered to Professors Kellogg and Norton, and also to the publisher, Mr. Stotler, of the Emporia News, for the able manner in which they have conducted the Educational Journal during the past year.”

The amount paid to the publishers of the

Journal during the fiscal year, was . . . \$1,159.31

The number of copies certified to as sent to

district clerks, was 1,166

AMENDMENTS TO SCHOOL LAWS.

In transmitting my annual report, the law makes it my duty “to mention all apparent defects, inconsistencies, omissions, unequal or oppressive provisions discovered, for the purpose of enabling the Legislature

to make such amendments as will tend to perfect the statute laws of the State."

Last winter, a revised code of school laws, carefully prepared, and embracing, among other valuable features, the township system of districting, was submitted to the Legislature. The code passed the Senate, but failed to secure the assent of the House. The principal, and, indeed, the only objection to the proposed code, was the feature of township system of districting. It was urged that while such a plan might work admirably in densely populated States, it would not do at all for a State sparsely settled, cut up by streams, and divided by long ranges of upland prairie. The bill obviated this objection, in part, by not confining the consolidated districts, proposed to be formed, strictly to township lines, but granting such latitude as would best accommodate the settlements and school districts already established. The plan proposed was, in fact, an effective grouping of independent districts, for the sake of economy and co-operation, with a view to provide, for the youth of the rural localities of the State, facilities for a more liberal education than can possibly be afforded on the basis of small and independent districts. But the opposition developed in the Legislature to the particular feature in question, proved that the people were not ready for such a change, and that it will be unwise to insist upon the passage of a measure similar to the one proposed, until it shall have been more thoroughly discussed and understood by the people of the State. I respectfully submit, therefore, to the consideration of the Legislature, the following amendments:

First. Increase the salary of county superintendents in the more populous counties, so that the position shall

command first-class educators, who will devote their whole time and energy to the work.

Second. Require the county superintendent to forward his annual report to this office as early as the 15th of October.

Third. Establish a county board of examiners, to consist of the county superintendent and two other competent persons, to be appointed by the county commissioners. The way to elevate the standard of education is to elevate the grade of teachers. A county board of examiners will have an excellent influence in this direction.

Fourth. Constitute each judicial district in the State a teachers' institute district, and provide means for the maintenance of district and county institutes.

Fifth. Provide that cities and their adjacent neighborhoods may be united for school purposes, by bearing an equitable proportion of school tax.

Sixth. Require justices of the peace to report to the county superintendent, semi-annually, on the first Monday of March and of July, the amount received for school purposes, as the proceeds from fines and estrays, during the six months preceding such report.

Seventh. Define the number of days that shall constitute a school month.

Eighth. Permit district officers to apply the amount annually raised as a sinking fund towards canceling the bonds of the district. (Why require school officers to invest the sinking fund in State and United States bonds, when time and means could be saved by canceling their own bonds?)

Ninth. Require the district clerk to report to the county superintendent the district officers elect within two weeks from the time of the election held for that purpose.

Tenth. Provide means for employing an assistant in the State department of public instruction.

Eleventh. Require a district uniformity of text-books. Why waste the money of the district by destroying the efficiency of teachers, by subjecting them to hear four or five recitations in the same grade, when with a uniformity of text-books the number of recitations could be materially diminished, and more time and thought bestowed on each. A uniformity of text-books in each school is a necessity, and should be required by law.

In other parts of my report, I have dwelt more at length on the desirableness of some of the above amendments.

STATE UNIVERSITY.

The State University, located at Lawrence, merits the confidence and co-operation of the public.

The presence of Gen. John Fraser, President and Chancellor elect, has given the institution a new impulse. The whole number of students in attendance the past year was one hundred and five. The present number is considerably increased. Four teachers, in addition to the president, are now employed. Inasmuch as the lands granted for an endowment have not been disposed of, the University will be dependent on direct appropriations by the Legislature for its support.

The State of Kansas should provide for a first-class university. Every great effort must have a beginning. The foundation of the most beautiful and enduring structure commences with the laying of the first stone.

In the establishment of a great educational institution, likewise, we must look at what it is to be, rather than at what it is. A State university, if the term means anything at all, must be the culmination of the

educational efforts of the Commonwealth. Let there be no stunted growth for lack of the necessary means. It is wisdom in the Legislature to devise for its University liberal measures, and bestow upon it munificent gifts.

THE STATE AGRICULTURAL COLLEGE.

The past year of the State Agricultural College has been one of marked progress.

The number of pupils in attendance was one hundred and sixty-eight. Six teachers, including the president, are connected with the institution. The facilities afforded in the departments of agriculture and military science offer additional inducements to the youth of our State.

The original endowment consisted of ninety thousand acres of land, as a special grant from Congress. Six thousand acres are reported sold. An effort is now being made by the agent of the College to sell the remainder, or a certain portion of it, with a view to make the institution self-sustaining. It is doubtful if this can be accomplished at once. In the meantime, the College will look to the State for means sufficient for the support of the teachers already employed, and for making the necessary improvements.

STATE NORMAL SCHOOL.

That was a new era in the history of popular education, when educators apprehended the absolute necessity, not only of free public schools, but also of special institutions for the work of preparing teachers. A normal school is designed to be not an academy, not a college, not a polytechnic institute, but an institution for the specific purpose of teaching *how to teach*; to present such practical processes of instruction as shall

be in accordance with the laws of mind, and thus effective.

Our own State Normal School, at Emporia, under the principalship of Prof. L. B. Kellogg, and his associate, Prof. H. B. Norton, is keeping successfully in view the object for which it was established, viz.: to educate teachers.

The number of pupils in attendance during the year was one hundred and fifty-six. Ten have already graduated, and gone forth as teachers, specially prepared for their work. Four more will graduate at next commencement, and twenty-five are enrolled in the middle class. Considering the amount expended and the work accomplished, it is safe to affirm that in no case have the appropriations annually made by the Legislature yielded better returns to the State.

The lands of the institution have been appraised, and are ready for market so soon as the regents shall be authorized to dispose of the same by legislative enactment. It is very desirable, for the efficiency of the school, that it be placed, as soon as practicable, upon an independent pecuniary basis.

BLIND ASYLUM.

The Asylum for the Blind was located at Wyandotte in 1865, and is now in effective operation, under the superintendency of H. H. Sawyer. The number of pupils in attendance is twelve. The citizens of Wyandotte donated a site of ten acres, valued at five thousand dollars. A substantial and commodious edifice has been erected by the State, at a cost of ten thousand dollars. The asylum is not designed for a hospital, but a school for the complete culture of those who may be intrusted to its care. The institution is strictly eleemosynary. It has no endowment. From

year to year, therefore, the obligation will rest upon the Legislature to provide the necessary means for the support of this asylum, whose object is the highest well-being of these unfortunate children of the State, who never see the beautiful light of day, and whose existence would be utterly cheerless, but for the kindly influence of mental and moral culture.

INSANE ASYLUM.

The Asylum for the Insane is located at Osawatomie, a place rendered famous in the annals of our State as having been the home of John Brown. Over a year ago I had the pleasure of visiting the institution, under the care of Dr. Goss and his excellent lady. What impressed me at once was the very inadequate provision furnished by the State, for those unfortunate persons necessarily consigned to the Asylum. I am satisfied that if the members of the Legislature could only visit the building, and notice the rooms packed with inmates day after day, and month after month, without sufficient ventilation or warmth, the means for securing better accommodations would be provided at once. The Legislature should not let another session pass without making provisions for the comfort and well-being of these pitiable objects of public charity.

DEAF AND DUMB ASYLUM.

This institution, situated at Olathe, has enjoyed another year of uninterrupted prosperity. It is under the charge of L. H. Jenkins. The number of pupils reported is twenty-five. The extension of the line of railway from Kansas City to Olathe renders the Asylum more accessible than formerly to the people of the State. The site consists of twelve acres. The building is of stone, 45x62, and four stories high, purchased

by the State more than a year ago, for fifteen thousand five hundred dollars. This institution, also without endowment, is dependent on annual appropriations for support. I trust that the liberality hitherto extended may continue until this asylum shall have attained the highest degree of efficiency.

DENOMINATIONAL INSTITUTIONS.

In this, as in other States, the various religious denominations are endeavoring to build up representative institutions, for the furtherance of specific plans and interests connected with their organizations.

Baker University, located at Baldwin, Douglas county, under the auspices of the M. E. Church, is doing an excellent work.

Washburne College, formerly Lincoln College, established at Topeka, under the care of the Congregational churches of the State, has recently received an addition to its endowment of twenty-five thousand dollars, a gift from a friend of the institution in New England.

The Baptist Churches are identified with Ottawa University, which has a valuable endowment of lands.

Topeka Female Seminary, under the care of the Episcopal Church, is in a prosperous condition.

The O. S. Presbyterian Churches have two institutions, viz.: Highland University and Geneva Institute.

Wetmore Institute, at Irving, is connected with the New School Presbyterian body.

The Christian denomination is endeavoring to establish a college at Ottumwa.

Lane University is located at Lecompton, under the auspices of the United Brethren.

Nearly all of these institutions are enjoying a fair degree of prosperity, and, if ultimately successful,

will prove a blessing to the State, and especially to their immediate localities. The true policy for the State is to build up its own institutions as vigorously as possible, and at the same time grant the most enlarged freedom to every enterprise which tends to increase the educational facilities and resources of the commonwealth.

GRADED SCHOOLS.

It is now generally conceded that graded schools, wherever they can be established, contribute largely both to economy and effectiveness. Indeed, so universally does the graded system meet the public approval, that it would be impossible to persuade cities and villages to adopt any other course.

In the city of Atchison, eleven hundred and four were enrolled in the public graded schools, eleven teachers employed, seven thousand four hundred and fifty dollars paid for teachers' wages, eight grades established, in addition to a special department for the study of the German language. The salary of principal is one hundred and fifty dollars per month; of teacher in German, seventy-five dollars; of teacher for colored children, seventy dollars; salary of female teachers in grammar department, sixty-five dollars per month; all other female teachers, fifty-five dollars per month. The city is erecting a beautiful public school edifice, at a cost of fifty thousand dollars.

In the city of Leavenworth sixteen hundred and thirty-seven children were enrolled in the graded schools, during the past year. Teachers employed, five males and twenty-four females; total, twenty-nine. Average wages of male teachers, one hundred and thirty-two dollars and eighty cents per month; average wages of female teachers, sixty dollars and sixty cents

per month; estimated value of public school edifices, ninety-three thousand dollars; of school apparatus, two thousand six hundred and fifty dollars; volumes in school library, three hundred and fifty; value of library, four hundred dollars. Under the efficient superintendency of Prof. M. McVicar, recently of Brockport, N. Y., the city schools have been reorganized. The High School has three departments, viz.: General, classical and normal. The grammar schools are each divided into four grades, known as the first, second, third and fourth grades. The primary schools are each divided into six grades, known as the fifth, sixth, seventh, eighth, ninth and tenth grades. The salary of city superintendent has been fixed by the City Board of Education at the liberal sum of three thousand five hundred dollars a year.

I have not received the statistics of the graded schools at Lawrence for the past year. The schools of that city, however, are in a prosperous condition, and compare favorably with those of other cities in the State.

The city of Topeka enrolled six hundred and ninety-five pupils, employed eight teachers, and expended nine thousand one hundred and seven dollars and fourteen cents for school purposes.

One encouraging feature of the educational interests of the State is a gradual extension of the graded system of public schools. In every town of any considerable size the plan has already been adopted, and is now in successful operation. It would be very desirable, also, if, by consolidation and permanent co-operation of districts, similar advantages could be secured to the youth of rural localities, who, hemmed in by the limits of restricted organizations, and lacking the means to avail themselves of institutions at a distance, grow up with

the very limited advantages of the ungraded schools of the neighborhood.

PRIMARY SCHOOLS.

The Creator doubtless designed that the home of each child should be its first and best school. A great mistake is often made by lecturers on the subject of education before popular audiences, by addressing their remarks too exclusively to teachers, and not enough to parents. What the child shall become—physically, mentally and morally—depends largely on home influences. If every family were as it should be, if parents became personally interested in the culture and intellectual development of their own children, primary schools would seldom be necessary. Why send a child to school to learn the alphabet, when he can learn it more easily and often more rapidly, while scattering his toy blocks and letters on the floor, and afterwards arranging them in the form of household words and sentences? Why send a little girl to a crowded and ill-ventilated school room, to learn to read, when she can learn with keener zest to read the stories in the attractive little book, presented to her as a birth-day or a holiday gift? Why urge a little boy to school to learn the processes of numbers, when these same simple processes can be more readily mastered by means of marbles, pieces of paper, cards, yard sticks, foot measures, tape lines, and other means of play and study, which a judicious parent will provide? Thus a child would secure a healthful physical and mental development, and enter school in due time, prepared to take an advanced position, and to pursue his study from habit with the ease and alacrity of recreation itself.

The defects of home culture, however, nay, the en-

tire absence of any well-matured plan of instruction at home, renders the primary school a necessity, and attaches to it an importance second to no other grade or department. Yet it is difficult to outgrow the long prevalent impression that "any one can teach small children." How often do school officers, even, plead with a county superintendent to grant a certificate to some "cheap" teacher or other, on the plea that "the scholars are very small and not far advanced." How frequently do cities expend lavishly on buildings and teachers for the higher departments, while the primary schools are left to suffer under worthless instructors and a thousand inconveniences and barbarities.

A great revolution is now taking place in the minds of the people in this respect. A beautiful incident touching this point is related by Mr. Philbrick, Superintendent of the public schools of Boston, in one of his reports. "The lady," says the Superintendent, "now at the head of the Normal Training School of Boston, was induced to leave Oswego to become an assistant in a Boston grammar school. After filling her situation with great acceptance, she said to the Superintendent, 'Sir, I cannot stay in Boston unless I am promoted.' On being asked what position she desired, she replied, 'Sir, I am fitted for something better than to be a teacher of a grammar school. I want to be promoted to something of more consequence—to a *primary school*.'" Such is the estimation which a true educator puts upon a position which has hitherto been underrated. On whose ear should the most beautiful forms of speech continually fall? On the ear of the child. But if a teacher cannot correct his own speech, how can he teach the child appropriate language? Of what use is the study of grammar in advanced classes, if incorrect habits of expression become rooted in pri-

mary classes. Habits are more potent than rules. Who should understand most clearly the delicate adjustment and logical order of mental laws? The instructor of children. The younger the child, the greater the tact requisite in the teacher. Those, therefore, who have in charge the licensing and employing of teachers, sadly mistake when, yielding to popular clamor or favoritism, they license or employ persons who will prove only an incubus in the school room—an incubus all the more crushing, the smaller the pupils.

AGE OF ADMISSION.

The age at which a child should be sent to school, will depend on circumstances. Some children can endure more at six than can others at ten years of age. If a child possesses a robust constitution, it will not injure him to enter a public school in his seventh year. Another, of weak and delicate structure, would suffer by such a course. The kind of school room, its furniture, the facilities for warming and ventilating, the tact and prudence of the teacher, will all have much to do in determining when a child should be sent. The law of the State fixes the minimum age at five years. It would be better, on the whole, if the age of admission was fixed at seven. Parents and teachers are often wonderfully delighted at the remarkable progress of a very young child. This premature development flatters parental pride, and is regarded, in a great measure, as a tribute to the teacher's efficiency. But ambitious friends may be little aware of the sacrifice, in overworked and stunted faculties, at which such precocity has been unduly stimulated. Many children, doubtless, are permanently injured, physically and mentally, by having been sent to school at a tender age.

SUITABLE SEATS.

Seldom have the people of a new State taken more interest than have the people of Kansas, in furnishing school rooms with the most approved furniture. On close calculation, it is often found that patent seats and desks can be obtained as reasonably as ordinary furniture, manufactured from common lumber. This consideration has had its due effect on boards of education and district officers. The result is such as we have intimated. Notwithstanding all this, however, Kansas cannot boast entire exemption from the remissness of the past. It is not difficult to find, here and there, a school room whose furniture would permanently injure the spine of a man forty years old, were he compelled to sit six hours, day by day, on benches fifteen feet long, very high, and warped at that, without any support for the back. It is common to see children's feet dangling in the air, shoulders stooped and spine twisted, to preserve an equilibrium. To remedy the evil, low benches are sometimes arranged along the wall. This is the very worst plan which can be adopted. The lungs are so located in the chest that they are liable to receive serious injury when a child sits with its back to the wall, exposed to the cold and dampness of the material against which it is constantly leaning. It frequently happens that the poorest accommodations are furnished to the youngest scholars. If there is a finely lighted and ventilated room, the older and stronger pupils must occupy it. If there is a dark, dingy apartment, the youngest and weakest are consigned to that. It is so, too, in reference to seats. The impression is that small children can sit anywhere. If there is any choice, they must always take the poorest seats. Now, little children, of all

others, need pure air, healthful warmth, abundant sunlight, and the best protection for the tender spine.

THE WORD-METHOD.

The old method of teaching children to read was by means of capital letters. Each pupil constituted a class. After mastering characters which are but seldom employed, the child was considered prepared to study the smaller letters of the alphabet.

Then two letters were combined, in long columns, to be repeated with unmeaning emphasis, as if thus to engrave them upon the memory.

To begin with the small letters was a step in the right direction. To group children in an alphabetical class was another advance. Still later, the inventive teacher taught the little ones to beguile their leisure moments with crayon or pencil, drawing on blackboards the forms of the letters they had tried to learn.

The word-method, however, is now being employed in many schools, with excellent effect. Instead of learning a single letter, the child begins with a word—not an abstract term—but a household word, a word which he has often heard and spoken, and yet has never seen. This method is warmly advocated as more in accordance with the laws of mind. Nature is synthetic. An apple grows on the tree, and appears as a whole, not as halves or parts. The living, active lamb does not meet the eye in scattered fragments. Art, too, is synthetic. It strives after the exact likeness of an object, be it tree, ship or mountain. You are first introduced to the object as a whole; analysis is subsequent. You must have the whole before you can intelligently analyze its parts.

The principle of the word-method in primary instruction is, first, synthesis, then analysis; first the

object, picture and word, as a whole; then the parts, either phonetically or alphabetically, or both. A child has an idea of the object, cat. The word cat is the sign of that idea. The real object consists of parts; so does the word. Three letters and their elementary sounds are its components. You wish to give a child an idea of a cat. What do you do? You do not collect the ears, tail, feet, head and trunk, and put them together, and thus give your pupil an idea of a cat. Not at all. You point to the living object. Why not begin with words, in like manner? Why require a child to perform the wearisome task of mastering the unmeaning forms and sounds of letters, as scattered elements having no connection, for the time being, with anything he has ever seen or heard? Why not begin with the known, and proceed to the unknown?

Thus the child deals at once with his own ideas. Words, instead of being thrust arbitrarily upon the attention, spring from thoughts struggling to find the fit expression. Such, in brief, is the philosophy of the word-method. First the perception, then the word or sign of that perception, and afterwards the phonetic or letter elements of the word.

MAP-DRAWING.

It is painful to witness a class of small children laboring to repeat long names of bays, capes, rivers and islands, in distant parts of the world, while ignorant of their own county and State; of trees which grow in adjacent woods, and birds whose singing is daily melody. Authors are often at fault for much of this unnatural process. Primary text-books, in some instances, are nothing more than advanced numbers of a series reduced to the essence of abstraction, and

then published as a crude, indigestible mass, under the false title of "Primary Geography." Would that such authors could revert to childhood once more, and be compelled, as thousands of children are, to endure the martyrdom imposed by a "regular series."

The fact is, the study of geography has been made too much a matter of mere memory. The substance of many a recitation is—what? A multitude of bones, and lo! they are very dry; bare names of localities, with no associations to clothe them with interest. Is it strange that the whole is soon forgotten, or that instead of cultivating memory, there is induced the habit of forgetting?

Map-drawing is designed, in part, to remedy the evil. The perceptions of sight are vivid. In comparison, descriptions are faint. Map-drawing enlists the hand, eye and judgment of pupils in this branch of study. To draw a correct map of a locality is next to having beheld the spot in outline and configuration. To facilitate the exercise and secure accuracy of result, teachers have employed various expedients, such as drawing lines of latitude and longitude, describing a circle, forming triangles, combination of triangles or rectangular figures, as a basis of the map designed to be produced. An inventive teacher will readily determine which figure is most appropriate in a given case. Sometimes pupils should be required to draw a map by the eye, independently of atlas or other aid. Let him exercise his judgment. Let him reproduce what has been impressed by previous application. All the preliminary aid of circles, triangles and lines of latitude and longitude should be so employed as finally to result in independency; otherwise, it will enslave. A whole continent or political division need not be produced on the board at one recita-

tion. The outline may first be drawn, especially if it consists largely of coast lines; then, in order, may appear mountain ranges, river systems, table lands, valleys, lines of railways, cities and other prominent features. Thus, a beautiful map will grow, day by day, like a thing of life, and the impressions produced will be, not evanescent, as memory often is, but abiding as the perceptions of vision itself.

UNITED STATES HISTORY AND CONSTITUTION.

If our republican form of government and free institutions are to be perpetuated to succeeding generations, the youth of the State and nation must understand the history and beauty of the structure of our Republic. To secure this desirable result, the constitution and history of the nation must be introduced as a distinct branch of study in our public schools.

It is astonishing to notice the general lack of information which prevails in reference to this subject. In an ordinary audience, how few can answer, intelligently, inquiries respecting the more prominent features of the administration of the National Government, the number of departments, their mutual relation, the proper functions of each, the present basis of representation in Congress, the qualifications of Representative, Senator, Vice President and President, the manner in which a President is chosen, and the steps by which a bill becomes a law. These and many similar inquiries are, to thousands of native-born citizens, like the hieroglyphics of Egypt. Equally wide-spread is the ignorance in reference to the history of the Republic. Many can talk fluently of Jamestown, Plymouth Rock and Bunker Hill, yet how few are conversant with our national history in its real import,

as it deals not only with localities, dates and events, but, also, with the causes of those events.

To study the history of our nation, its trials, its struggles for liberty, its triumphs and achievements, is one of the most effective means of inspiring the young with a love of country, and personal devotion to its welfare. The introduction of this branch of study in our public schools, therefore, would do much, not only to diffuse intelligence, but also to keep alive the fires of liberty and perpetuate a disposition of loyalty. General reviews, also, of important topics, might be conducted by teachers, on pleasant moonlight evenings, the whole neighborhood having been previously invited to attend. In this way valuable information would be diffused among all the people of the State, and a greater public interest created in favor of our schools.

ARCHITECTURE.

In a new State, too much attention cannot be directed to the style of architecture. Kansas, in this respect, compares not unfavorably, perhaps, with older States. Some of the public school edifices exhibit excellent judgment and taste. In the majority of cases, however, there is room for very great improvement. The old red school house of the past has disappeared, but its form still haunts a thousand localities. Indeed, the conception which many form of a rural school house is, a rectangular figure, with floor elevated a few inches above the ground, low ceiling, cornice projecting three inches, one or two doors, opening directly into the room, and windows without any relief or line of beauty. It is wonderful, also, how this style of building perpetuates itself down through centuries.

The introduction of a curve or wavy line is often

considered an intolerable innovation. Why is this? One reason is that the people have very little opportunity to examine the best models, and select from them. This is especially true of villages and rural districts. If a city desires to erect a building, at a cost of from thirty to sixty thousand dollars, it is no difficult matter to secure the finest works on architecture, or to consult with practical architects. But in the case of villages and rural districts, these facilities are lacking. I know of no work as yet published, which fully meets the wants of the people. It is on this account that so much ignorance and indifference prevails. A practical manual on the subject of school architecture should be placed in every district. The people are ready to choose the best models, if they have models from which to select. I would urge, therefore, upon the Legislature to make a direct appropriation for the purpose of preparing such a work. By offering a small compensation, plans and specifications could be secured from practical architects. These plans and specifications should be submitted to the examination of a judicious committee, with a view to publish such as might be adopted. A manual, such as I have indicated, giving different sizes and variety of models, accurate specifications, best plan for seating, arranging blackboards and teacher's desk, and the most approved method of ventilation, would be of incalculable benefit, saving thousands of dollars annually to the people, besides tending to improve the style and convenience of buildings in every part of the State. It would introduce a new era in school architecture, and the school houses on our prairies and along the highways, instead of being an eye-sore, as they often now are, would be like the structures said to have been erected by Pericles, the Grecian statesman, which "were built in a

short time, and yet built for ages; for as each of them, as soon as finished, had the air of antiquity, so now that they are old, they have the freshness of a modern building. A bloom is diffused over them which preserves their aspect untarnished by time, as if they were animated with a spirit of perpetual youth and unfading elegance."

VENTILATION.

The air, in its pure state, is composed of two principal constituents—nitrogen and oxygen, in the proportion, by weight, of about seventy-six to twenty-three in each one hundred parts. Oxygen is the vital element, ministering to the support of all animal life. Indeed, so intensely does it act upon the springs of vitality, that it has to be diluted with seventy-six parts of nitrogen as an azote or neutralizing element. These two ingredients thus combined, together with a small portion of aqueous vapor, form the atmosphere through which we are continually moving, and every inspiration of which tends to quicken the pulsations of life, and send a ruddier glow of health to the countenance.

In respiration, however, the air undergoes a marked change, which renders it extremely injurious if allowed to re-enter the lungs in its vitiated state. To clearly understand the nature of this change, it is necessary to revert for a moment to some of the wonderful adjustments which an all-wise Creator has instituted in the human body.

The bronchial tubes, which form a part of the respiratory organs, branch into smaller tubes, and these again into more minute ramifications, which terminate in small "oval sacs" or "lobules." These lobules, in turn, are divided and subdivided into small cells or "air vesicles," into which the inhaled air enters,

and spreads over an immense surface of the most delicate tissue. The blood, on the other hand, having exhausted its vital properties in the process of nutrition, is again collected in the veins and hastened back, with its dark purple hue, through lesser and larger veins, until, together with that produced from the chyme of the digestive organs, it is poured into the right cavity of the heart, thence to be propelled to the lungs, and prepared for a renewal of its nutritive mission.

As the bronchial tubes terminate in air vesicles, so the pulmonary artery, which conveys the venous blood from the heart to the lungs, terminates in small blood vesicles, distributed everywhere in the minute spaces between the air cells, and "enveloping their walls with an abundant vascular net-work." In the language of another, "It is as if the blood were sprinkled through the air in a fine shower, so that every particle of the blood and every particle of the air are brought into the closest proximity." At this moment of contact the chemical change takes place. The blood is invigorated by the oxygen of the air, and the air becomes loaded with the effete matter which the blood has thrown off, in the form of aqueous and animal vapors, and carbonic acid gas. This exhaled air, therefore, is no longer fit for respiration. It has lost four per cent. of oxygen, and received instead three per cent. of generated poison. If the same air, therefore, should be breathed five times in succession, it would become destitute of all vital property, and be contaminated with fifteen per cent. of carbonic acid gas. This gas, whenever present in any considerable quantity, acts on the physical system as a virulent poison. It is that which gives the dark purple hue to the venous blood. It is the same kind of element as that which often proves so fatal in mines, and at the bottom of wells.

In common air, it is present only to the amount of one-tenth of one per cent. If increased to two per cent., an individual inhaling it feels a sensation of extreme lassitude. Four per cent. extinguishes a candle and endangers life; ten or twelve per cent. causes speedy death.

It is estimated that a school of forty-eight pupils will generate from the lungs about two and one-half pounds of this poison per hour, or fifteen pounds during six hours.

Physiologists tell us that, owing to the exhalations from the lungs and pores of the skin, over three cubic feet of air are rendered unfit for respiration by each person per minute. According to this, each pupil in a school room will, in a single hour, vitiate a column of air five feet by three, and twelve feet high. What, then, must be the condition of those boxes of rooms, with dirty floors and low ceilings, into which scores of children are crowded day after day, with no provision for ventilation; rooms whose atmosphere is actually thick with the poisonous exhalations constantly arising from hundreds of lungs and millions of pores? "Chemical analysis," says a certain writer, "has failed to define, satisfactorily, the character of these bodily exhalations. They contain properties, so subtile as to elude detection, which are fraught with the most painful consequences to those who are exposed to their contact. Some idea of their nature may be formed by placing a sponge, saturated with water, in the ventilator of a crowded hall, to receive the escaping current. The fetid air of the room imparts an offensive odor to the sponge, and the water, even, becomes putrescent."

Is it any wonder, then, that children return home complaining of dull headaches and restless nerves? Is it strange that in the school room fatal diseases are

contracted, which hurry their victims into premature graves ?

The remedy for all this is simple. It is, to expel the foul air by admitting fresh air. The vitiated will not go out unless the pure enters ; nor will pure air enter unless the foul can be expelled. To effect this, each room should be supplied with two or more flues. Let them commence on a level with the floor, and be of sufficient capacity to correspond with the size of the room. A flue of the capacity of twelve by eighteen inches will usually answer, provided the inner surface is smooth, so as to facilitate the passage of air. The heat of a contiguous chimney will assist in producing an ascending current. Each ventilating flue should have two registers : one near the ceiling, for the escape of hot air in case the room becomes uncomfortably warm ; another register, with an opening twelve by sixteen inches, and extending down to the surface of the floor, as the foul air, being heavier than common air, always seeks the lowest level. Each room should have separate flues, inasmuch as the ascending current from the lower room will often obstruct the escape of air from the room above. The insertion of zinc or galvanized iron tubes at the registers of the upper room, so as to give the air current an upward direction, will often answer in place of a separate flue. So much for the egress of heated and vitiated air.

It is equally important that pure air should be introduced. Rooms heated by a furnace will receive from it the necessary amount. If a stove is used, the best arrangement is to inclose it with zinc or galvanized iron, leaving a space of six inches between the surface of the stove and the zinc. This jacket should have a door corresponding to the door of the stove. It should also have an opening or perforations on the

top, for the escape of pure, warm air into the room. A flue should extend from the bottom of the encasement, communicating through the wall with the outside. The flue may run below or above the floor. The flue should also be furnished with a slide, for regulating the quantity of air to be admitted. The whole arrangement is simple, and not expensive, and, in connection with the ventilating flues in the wall, will produce a current of warm, pure air every hour of the day. One advantage of such a plan is that the pure air enters the room, not cold, as in the case of opening a door or window, but warmed by coming in contact with the stove. The air thus admitted and heated naturally ascends upon entering the room, and pushes the cold, foul air out through the lower registers in the walls.

OUT-HOUSES.

A short time since, I addressed to the county superintendents of the State, a number of inquiries, one of which was: "How many school houses in your county are furnished with suitable out-houses, separate, for each sex?" From the statistics furnished in reply to this inquiry, it is evident that very great neglect extensively prevails. Very many of the edifices reported have no out-houses at all. Only a few have one each; and rarely are school houses provided each with two such conveniences. Facts like these plead more urgently than words can, the necessity of directing the immediate attention of school officers to this inexcusable neglect.

The custom generally is to build one house, with separate compartments. It is much better, however, although the cost may be a little more, to build a separate out-house for each sex, on the rear of the lot, and

at different corners. To say nothing of the moral shocks encountered in the lack of such conveniences, how many of the more sensitive and delicate pupils of a school incur permanent physical injury, and even an untimely death, by hesitating and shrinking to obey the calls of nature at the proper time. Not only should these buildings be erected, but care should be taken that they are constantly kept in a proper condition. When, therefore, the physical and moral well-being of the youth of a State is so endangered by neglect on the part of the people themselves, all false delicacy must be discarded, and plain words must be employed to call public attention to an obvious and serious evil.

ORNAMENTING GROUNDS.

A neat fence or wall does much toward giving an inviting, home-like appearance to a school house. The law of the State requires that each site, not located in a town or village, shall consist of not less than one acre. This is a wise provision, inasmuch as it thwarts the disposition to crowd a school into a few square rods. An acre, however, furnishes sufficient space for trees, play ground and other conveniences. To inclose this will cost but little. The ground should first be plowed, and, as a defense against prairie fires, it would be well to plow a rod or more beyond the bounds of the site. After the grounds are plowed and inclosed, the next step is to lay down a few walks of plank or stone; one leading from the gate, and branching to each door, and two others leading from the door to the two separate out-houses in the rear of the lot. If there is a well and wood shed in the yard, walks should lead to these. By doing this, an appearance of neatness will be given to the surroundings; and, better than all,

will be the effect upon the children themselves, in the cultivation of taste and a desire to preserve the school room clean and tidy.

The next step, at the proper season of the year, will be to plant trees. This is particularly essential in a prairie country. How attractive is a school house thus surrounded with foliage. In the summer, the children enjoy the cool shade; and winter, even, is shorn of its dreariness, and that, too, in the coldest and frostiest weather, when every twig, fringed with ice, shines like silver in the morning sunlight.

People often start out suddenly to plant trees, with ground wholly unprepared. They dig small holes here and there, crowd the roots into them, heap on earth, tread the roots thoroughly to make sure of growth, and leave all to take care of itself, wondering, afterwards, why such a benevolent effort for the public good should prove so unsuccessful. The trees thus set out might have been of the most valuable varieties, and yet difficult of cultivation. Would it not be wiser to commence with such trees as can be procured anywhere in the woods, and, after they have attained some size, intersperse choicer varieties? Then the trees of native growth will give protection from sun and wind to those planted beneath them, and, before many years, thrifty young evergreens, with elms and maples, will lend their attractions to the surroundings of the school house, and amply repay those who have watched and cared for their growth. A rose vine, too, might be made to grace the walls of the edifice, and with good effect upon the children, who are never indifferent to beautiful plants and flowers.

Why should not all the school sites in Kansas be thus ornamented? Surely, the cost would be trifling. In one favorable day in the spring of the year, a few

men can thus perform a work which will bring speedy reward to themselves, and be a delight to their children's children for long years to come. Teachers and pupils will become interested in such an effort, will assist in the cultivation, and, by contributing from time to time a choice plant or shrub, the school grounds will eventually win the admiration of the whole neighborhood.

PERMANENCY OF TEACHERS.

One very serious evil incident to public schools is the transient employment of teachers. In many rural districts each term opens with a change of teacher. In towns and cities, even, the engagement is considered as contingent, liable to be broken at the end of a year.

This condition of things, in some cases, is attributable to teachers themselves. Many are not students, are not up with the times, lack energy, and have but little interest in the work. Under such circumstances a change is inevitable.

Granting, however, that teachers, in many cases, are to blame, still the great fault is with the people. How few appreciate the advantages of consecutive efforts. How few consider the evils incident to frequent changes. Indeed, there is often a chronic aching for new teachers at the end of a term, or at most, at the end of each year. The deleterious results of such a policy are :

1. To retard the advancement of pupils. How often are classes in rural districts discouraged by being "put back" in their studies, not so much for the sake of thoroughness as to accommodate incumbents. To advance a child the teacher must understand what incentives will be most effective in each case. How can a stranger ascertain this? By time and diligent

observation. But all this while the pupil is losing ground, or, at best, stationary.

2. Teachers become discouraged. We frequently read and hear essays with the heading, "Teaching a profession." School officers and newspapers are sometimes bitter on teachers for not being more wedded to the work. This does well for rhetorical effect, but the fact is, teaching will become and continue a profession, when the public will offer sufficient inducements to make it so. What are some of the motives that continually appeal in other vocations? *Permanency and increased remuneration.* The merchant is making a home for his family. He builds, plants and adorns; he gathers about him the conveniences of life; his children grow up with a home feeling. It is so with the lawyer. Farmers and mechanics do the same. Their resources are increasing, the homestead becomes more valuable, the price of land enhances, the lawyer's fees are doubling, the practice of the physician is extending, the merchant wields a heavier business. And they stick to their work; they have no desire to leave it.

Let the same inducements obtain in the case of teachers, and they, too, will continue in their calling. They will delight in it. What teacher would not prefer the school room to insurance and other agencies, provided the school room offered equal pecuniary inducements? Instead of this, however, teachers are often driven hither and thither. Who builds and plants, expecting to reap, in the work of teaching, the fruit of his own vineyard? Who is able to cherish a home feeling? Who can look forward, with any settled plan, beyond the term or year of engagement? Is it strange, then, that many leave the profession? that even the best teachers are often compelled to look on the work as temporary, as incidental to some other and

more permanent employment? Not at all. It is what the people must expect until permanency and increasing remuneration shall be held forth as the rewards of eminent proficiency.

3. Frequent changes are bad economy. A teacher requires time in order to learn the dispositions of pupils. At the close of the term or year, he is prepared to go on profitably for the next. But a successor comes, as an entire stranger. The same ground must be traversed. This necessitates a waste of time. And the public is, by so much, the loser. The best schools are those in which first-class instructors are employed and retained. The poorest schools are those subjected to continual changes. As a general rule, an ordinary teacher, by consecutive effort, will accomplish more for a community than superior teachers can, while changing every year or three months. But the true principle is, get the best and keep them. And the more the salaries must be raised, in order to retain first-class teachers, the better will it be for teachers, pupils and people.

FEMALE TEACHERS.

It is to be regretted that so large a proportion of our public schools, in many counties, are taught by male teachers. This arises from three causes: In a new State, males always out-number females; the prejudice entertained, in some localities, to woman's teaching; and the fact that young men coming from other States, and unsettled for a time in their plans, seek employment as teachers.

The best educators now generally concede that woman is peculiarly fitted by nature as the instructor of children. The school room is a second home. There she finds ample opportunity for the exercise of all

womanly graces. By kindness, gentleness and love, by intuitive knowledge of a child's nature, by firmness and tact, what can she not accomplish as a teacher? To quote the language of Hon. J. Swett, recent State Superintendent of California: "Male teachers seldom leave their impress clearly marked upon young pupils. They lack the requisite gentleness, the patience and perseverance in little things, the quick discernment of character, the instinctive power to inspire the youthful spirit and arouse its latent powers. Above all, they are destitute of those delicate arts which are so requisite to win the affections of children, to call forth and direct their earliest aspirations, and to impart the needful impulse to their minds. Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisites indispensable to the attractiveness, order and efficiency of the school. Females are endowed with a more bountiful share of these desirable qualities."

It is a source of gratification, however, that there is a growing disposition in the State, in favor of female teachers. Our primary, intermediate and summer schools are generally taught by women. Would there were no exceptions. Let strong and vigorous young men seek other employments, rather than intrude themselves into positions which women are ready and more competent to fill.

VISITING PARENTS.

It is often urged that the duties of the school room are so exhausting as to leave teachers no time to visit. This may be the case in some instances, but not always. One reason why teachers visit parents so seldom is owing to the fact that sufficient attention has not been directed to the subject. The plea is, "My work is in

the school room ; I have not been employed to call upon families." This is all very true ; and yet, if an occasional visit will increase one's efficiency, a teacher owes it to himself to do whatever will enable him to wield the greatest influence.

The excuse that such visits are impracticable, may not always be well founded. A school numbers about forty pupils. The number of families will never be larger—usually less. Often a school of fifty pupils will not embrace more than twenty or thirty families, and a teacher, in six months or a year, may arrange to call upon each household once, at least, during that time. The very effort would be, in most cases, a pleasant relaxation from the anxieties of the school room. As another result, teachers and parents become better acquainted. How much is lost without this. They, perhaps, are strangers, barely knowing each other's name. Under such circumstances a teacher is working at arm's length. But let him call once at the homes of his pupils, spend a half-hour in agreeable conversation, and those engaged in a similar work are brought face to face. They interchange views and feelings bearing on kindred interests. They understand one another. This mutual understanding, again, secures sympathy and co-operation. People usually feel an interest in one with whom they have become pleasantly acquainted. That was a beautiful and touching tribute paid to the Saviour : "The common people heard him gladly." A successful teacher must be one of, and one with, the people. The poor should not be neglected. It will do a teacher good to tread the bare floor of the lowly cottage, and note the scanty furniture and humble fare which minister to contentment. Such visits, also, will assist in governing the school. The teacher will have seen the home of each

child, will have become familiar with its comparative advantages and disadvantages. This will enable him to govern intelligently, and so, effectively.

At times a teacher becomes discouraged. He seems to be toiling alone. No especial interest on the part of the community. The question arises: "How can I produce a better state of things?" He tries one expedient, then another; he complains, frets and scolds, but the apathy continues. Let him try one more expedient. Let him call at the homes of his pupils, and that, too, in the capacity of a person of genial sympathy and good common sense. The effort will certainly do no harm, and may be productive of lasting good.

COUNTY SUPERINTENDENCY.

No agency in our educational system is better calculated to exert a salutary effect than that of county superintendency. By this provision of the law, a district, not too large and yet large enough, is brought directly under the supervision of one responsible person. Every State which has adopted this plan, has testified uniformly to the very great public benefit resulting from its practical operation.

From personal observation, I can fully indorse the statements of Hon. Newton Bateman, State Superintendent of Public Instruction for Illinois: "County supervision of schools is the right-arm of power in our system. It cannot be dispensed with. It has done more than any other agency to make our schools what they are, and its vitalizing influence is more manifest every year. More and better work has been done by it the past year, than in any other year since the system was established. Some of the counties have been almost revolutionized, in respect to schools and education, during the past year, and the county superintend-

ents have done it. They have visited the schools, visited the parents, held institutes, addressed the people, issued circulars, written for the press, published reports, and mightily awakened and quickened the public mind. By their influence and efforts, districts have been consolidated, schools have been graded, superior teachers employed, courses of study perfected, controversies settled, school houses built and furnished, and the whole aspect of educational affairs changed for the better. I know that these things are so, because I have seen them. I have visited many of these good and true men in the scenes of their labors, and witnessed the results that I describe. I declare my belief that the destruction or crippling of the county superintendency would be the severest blow that could fall upon our common schools."

This commendation, however, applies to county superintendency only when in the hands of competent men. Of what use is it to visit a school unless he can benefit the school? He must know where the failings lie, and be able to suggest the best remedy. How can he address the people on the subject of education, and himself not a practical educator? Why should he write for the press, unless he can present his thoughts clearly and impressively? In a word, how can an incompetent person perform the responsible duties of the position? I do not hesitate to affirm that the office of county superintendent is second to no other public position in the county. It requires exemplary habits. It demands culture, experience and practical judgment. There must be devotion to the work. If there is a complete man in all the county—a man of integrity, energy, refinement, tact, experience as a teacher, and of broad common sense, that man should be chosen

county superintendent. This brings us to another consideration.

THE SALARY OF COUNTY SUPERINTENDENTS.

As a general rule, competent salaries are requisite to secure competent men. There may be exceptions, but exceptions only prove the rule. So generally is this principle now admitted, that business men find it the best economy to pay those in their employ a reasonable, and even liberal remuneration. This applies with peculiar cogency to all public positions. The present compensation of county superintendents is entirely inadequate. Instances have come under my observation of superintendents returning home from distant sections of large counties, with a debt incurred over and above their per diem. Why should a city, and even a village, pay a first-class teacher twelve hundred or fifteen hundred dollars for nine months' service, and yet, a large and wealthy county, in which such city or village is located, would pay the same man less than one thousand dollars for the whole year; and, after deducting stormy days, less than six hundred dollars? Why should a county attorney receive twelve hundred or fifteen hundred, and the superintendent of public instruction in the same county receive less than half that amount? Are not the school interests of a county as important as the adjustment of legal controversies? Some one may reply, the work of superintendency need not occupy a man's whole time. This, however, is the bane of stinted pay. It makes the work necessarily incidental. The law requires a county superintendent to visit each school in the county at least once a term. He should visit each school three times each term—once at the commencement, to help arrange and classify; again

at the middle of the term, to observe the practical working of things, and make such suggestions as may be needed ; and a third time, at the close of the term, to ascertain the results. Each visit should occupy a whole school day. A visit of a few hours will accomplish but little. The afternoon recitations are as important as those of the morning, and vice versa.

In a county of fifty districts there will be, on an average, seventy school terms. To visit these schools properly, would require a large portion of the year. Besides, a county superintendent should give a public address in each school district in the county, at least once a year. In addition to all these labors are the duties of his office, making reports, conducting examinations, holding institutes, adjusting the boundaries of districts and counseling in the settlement of controversies. Who will say, then, that the educational supervision of a large county ought not to occupy the whole time and energies of the most competent man ? Is not a whole county as able to employ such a man, and pay him, as is a small city or village ?

Another objection often urged is, that if the county superintendency should be liberally paid, the right kind of men could not be secured. That might be so in a few cases, but it would be otherwise in the great majority of instances. If the position afforded a competent salary, first-class men would covet the position. They would devote themselves wholly to the work. County superintendency would rank as one of the professions. It would open to educators one of the finest fields of effort. But as it is, a teacher cannot leave the school room and become a superintendent at half pay. One cannot support his family upon what he receives in the position. He is compelled, therefore, to make it more or less incidental to some other occu-

pation. The result is, that the interests of education in our populous counties must suffer. But, let the people pay liberally, and they will require the whole of a man's time and attention. They will then command the very best talent for the position. To say that the people cannot be trusted to elect suitable men, is to distrust our whole system of government. Only let the remuneration be ample, and the ablest men will be elected. And those who are elected will enter upon their duties with renewed alacrity, and develop the work by giving it their entire thought and energies.

TEACHERS' INSTITUTES.

Institutes, during the year, were held at Atchison, Auburn, Burlington, Hiawatha, Iola, Irving, Junction City, Lawrence, Leavenworth, Leroy, Manhattan, Mound City, Olathe, Oskaloosa, Ottawa, Paola, Seneca, Troy and Vienna.

By glancing at the map of Kansas, you will perceive that the State was generally reached by these educational conventions. I attended twelve of these, nine of which were union institutes, each combining two or more counties.

The presence and aid of practical educators, of our own and other States, among whom I may mention Dr. Calvin Cutter, of Warren, Mass., rendered the series of especial profit to the teachers in attendance. Many of the exercises were of a high order, and directly to the point. In a new State too much importance cannot be attached to such gatherings. The area of Kansas is extensive—larger than the whole of New England. We have but one normal school, and however efficient it may be, yet for a number of years it cannot do all the work needed to be done for the special preparation of teachers. In the meantime, how

can the best processes of instruction be brought to bear upon the schools of the State? One answer is, by well-conducted institutes. These are the kindred agencies of a normal school, reaching all the State, and awakening teachers to new life and activity.

The beneficial results of an institute cannot always be estimated by the length of sessions, nor by the number in attendance. Two days of keen, hard work are better than two weeks of monotonous drill. What teachers need on such occasions are hints, suggestions, insight into old principles, new processes of illustration, familiar truths vitalized.

An institute instructor, to conduct an exercise with profit, must be brimful of the subject—must be able to make clear, concise and logical statements; must hit the nail, occasionally at least, and fasten it in a sure place.

How many spend half the time devoted to an exercise in impressing the “importance” of the particular branch under consideration; going about the subject instead of *through* it.

“The institute,” to quote the forcible words of Hon. John G. McMynn, ex-State Superintendent of Wisconsin, “is efficient just in proportion to the culture and power of those who conduct it. Comparatively little instruction can be given in the branches taught in the public schools; but the art of teaching can be taught, and its theory can be elucidated, so that all shall see that a mere knowledge of books is but a small part of what a teacher must have, in order to do his work. If possible, those having charge of our institutes should be men of wisdom as well as knowledge, of power as well as ability. Such men cannot be obtained, except for definite objects. They must be well paid, and their success must not be hazarded by want of a well-settled

policy. We believe that, conducted by men of the right stamp, the institute may be made to vitalize our whole school system. All our educational institutions would participate in the benefits it would confer."

To make our institutes, then, what they should be, means are necessary to pay at least the traveling expenses of first-class lecturers and instructors, and, in some instances, to offer a suitable remuneration to those of eminent ability in special branches. Without such provisions, it will be impossible to secure the class of educators requisite to make our institutes such as will attract the teachers and people of a whole city or county, and render the occasion one of permanent benefit.

The present law is impracticable. It is preposterous to require a State Superintendent, in addition to all other duties, to hold an institute in each senatorial district, or twenty-five in all, during a single year.

I trust the Legislature, at its next session, will provide—

1. To constitute each judicial district a teachers' institute district. This would give nine institute districts for the State.

2. Make it the duty of the State Superintendent, in connection with the county superintendents of the district, to hold a central institute in each judicial district once a year, and appropriate one thousand dollars for the purpose of securing the services of competent lectures and instructors.

3. Require each superintendent of a county, maintaining fifteen schools, to hold an institute in his county once a year.

4. Require teachers to attend the institutes of their respective districts and counties.

5. Provide that the commissioners of each county

shall allow, on the order of the county superintendent, one hundred dollars a year, or so much thereof as may be necessary, to defray the expenses of the institutes required by law to be held.

With these provisions, a new impetus would be given to the cause of education throughout the State. A calendar of the time and place of holding these central institutes could be made out and published, months in advance. Eminent lecturers and instructors could be secured to attend each. County superintendents and teachers would go from the judicial district or central institute prepared to successfully conduct similar conventions in their respective counties.

I am aware that the first and formidable objection to these recommendations will be the expense involved. But increase of outlay is often the greatest economy. Business men act on this principle.

The object is to render our school system as effective as possible, and to do this you must improve the quality of teaching.

What is one hundred dollars to a county, or one thousand to a State, compared to the advantage of infusing fresh life and energy into all its schools?

The Legislature of Wisconsin evinced sound wisdom in appropriating five thousand dollars for the support of institutes for a single year.

This is, substantially, the plan adopted by Michigan and other States, and with great advantage to their system of public instruction. Our State must adopt a similar policy, to make the institutes what the interests of our public schools demand.

PHYSICAL CULTURE.

All having the welfare of youth at heart, cannot fail to notice with interest the varied means already adopted

to increase the vigor of the physical constitution. We hail, therefore, the introduction of calisthenic exercises in many of our schools. Doubtless much good will be accomplished by impressing the fact that muscles were made to be exercised, and lungs to be filled with abundance of pure air. In order, however, to attain the most permanent results, we must go back of light gymnastics and calisthenics, to physiological science, on which all physical culture is based. In other words, physiology must precede geography. Why should it not? Which should a pupil learn *first*—the laws and courses of tidal currents, or the laws and courses of the vital fluid which sweeps through his own system? Which is of greater value to know—the location of London, or the position of one's own lungs? Who does not understand that true culture must rest upon a firm physical basis? The maxim now is, as of old, "*Mens sana in corpore sano.*"

The most casual observer can but notice everywhere a culpable disregard of the established laws of health, in the construction of dwellings, and in the food upon our tables. In modes of dress, what compression of lungs; what torture of ribs; what contortions of the spine. In the habits of men, and, I am sorry to say, in the habits of some teachers, too, what smoke and juice; what poisonous fluids invade the system; what beclouding of intellects; what depression of vital forces. The province of education, in part, is to correct these evils, to illumine the ignorance on these fundamental laws of health, and to dispose men rightly to observe them.

We are not of those who make physical culture the great hobby, nor of those whose religion is a muscular christianity, and who, if asked, "What must I do to be saved?" will reply, "Practice calisthenics." But

we are of those who believe that timely instruction as to the laws of health, and the importance of a proper observance of these laws in food, dress and habits, are subjects which have been too much neglected, both at home and in the school room. Why not, then, teach children in simple language, how the body grows—how it can be preserved? Why not early impress on youth the duty they owe themselves in this respect?

The art of caring for the body is one of the fine arts, and an art which every child should understand. The body is the temple of the soul. It may be more; it may be the temple of the divine spirit. The christian religion invests the body with peculiar sacredness. There is opened to it an immortality of existence. There is poured upon it the light of the resurrection morning.

Pupils are quick to catch these higher glimpses of truth, under whose influences gymnastics and calisthenics would become like a psalm or prayer.

How many, with such instructions, would go from home and school, not only fashioned into the "mould of form," but thoroughly armed, also, against the force of evil habits and temptations—go forth with the noble purpose to avoid whatever will mar, defile or destroy this fair temple of the soul.

MORAL AND RELIGIOUS INSTRUCTION.

The heart must be rightly cultivated, as well as the mind. The young need the influence of moral and religious principle, to direct intellectual power. A person of clear mind and wicked purposes, is dangerous to society. We have no sympathy with the prevalent yet narrow conception of popular education, which would develop simply the intellect, and leave the moral nature a waste. The commonwealth expects more

than this of her public schools. The State expends its resources to prepare its youth to become good citizens, but it can be easily proven that good citizenship rests at last on the basis of moral and religious principle. The surest pledge of national perpetuity is integrity. The purity of the ballot box is truth. Personal loyalty to God is one of the best assurances of loyalty to one's country. "Of all the dispositions and habits," said George Washington in his Farewell Address, "which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked, Where is the security for property, for reputation, for life, if the sense of religious obligations desert the oaths which are the instruments of investigation in courts of justice? And let us, with caution, indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle." The experiences of the ages all reiterate the convictions of the father of his country. How essential, therefore, is religious and moral culture to the stability of State and nation. By religion, I mean not sectarianism, not denominationalism, but the gospel of Jesus Christ. I mean personal loyalty and devotion to God, which is the crowning excellence of a rational, accountable being. I mean piety, which is the flower and fruitage of true culture.

In this connection I cannot forbear adverting to the peculiar responsibility which rests on teachers as well as parents, of setting a right example—a responsibility all the more weighty from the fact that youth are so susceptible to wrong as well as right impressions; or as the poet of Idlewild beautifully expresses it:

* * * * "Strange that flowers of earth are visited by every air that stirs,
And drink in sweetness only, while the child
That shuts within its breast a bloom for heaven,
May take a blemish from the breath of love,
And bear that blight forever."

It is on this account that the work of educating the young demands a transparency of character, a purity and an elevation of purpose. "For their sakes," said the Great Teacher, "I sanctify myself." In the Jewish synagogues he read the scriptures and taught. But his life was the noblest expression of religion, pure and undefiled. He himself was the WORD. And His disciples daily experienced the transforming power of that beautiful life. Thus should every teacher live, and speak, and act, so that pupils, receiving, from the instructor's personal character and influence, stronger moral impulses and holier feelings, shall,

"Like the stained web that whitens in the sun,
Grow pure by being purely shone upon."

The education of the people must keep pace with the advancing ideas of the times. You develop the physical system; that is well. You educe the mental faculties; that is essential. But education means more. To educate is to rightly develop the whole being—body, mind and heart—and thus render it fully competent for the duties and responsibilities of its entire existence, here and hereafter.

CONCLUSION.

The past year has been one of marked progress, as respects both the educational and industrial interests of the State.

The tide of immigration commenced early in the season, and continues even until now, with apparently unabated interest. The people have come, also, not with the adventurous spirit of wild speculation, but they have come with their families, their means, their attachments; they have come to make Kansas their home, here to live and die, here to educate their children, and help in laying the foundations of society; to erect school houses and sanctuaries, and bequeath to succeeding generations the same blessings bequeathed to themselves by generations preceding. Of the scores of thousands who have cast in their lot with us, few have been disappointed. The Commonwealth, in agricultural and material resources, in breadth and extent of area, in climate, and in general adaptation to facilitate the enjoyment of happy homes, has more than realized every reasonable anticipation. A few years ago the impression was prevalent that the more elevated prairies would never be settled. But this opinion is giving way to the encouraging results witnessed in the successful cultivation of upland ranges, formerly supposed to be fit only for grazing purposes. Everywhere throughout the State the people are taking hold of husbandry and various improvements, with downright earnestness, as if fully convinced that Kansas is to be a great and flourishing commonwealth.

Drought and excessive heat are incident, in greater or less degree, to all States, but the fear of any permanent injury from drought in Kansas is vanishing, in presence of seasonable rains, and more effective cultivation of the soil.

The Indian savages on the extreme western frontier have militated against the educational interests of those localities, as will be seen by some of the reports, but such depredations must of necessity be temporary.

The red man will recede with the buffalo, and the sun of that mysterious, transient race will ere long set in total extinction. The population of the State is composed of elements attracted from different States and nationalities. They come with varied views, tastes, sympathies and associations. Such a condition of society seems at first disadvantageous. Yet in the end it will result in good. The highest type of civilization arises from diverse elements fused into one homogeneous people. Physical stamina and mental vigor are thus engendered. The attrition of conflicting opinions will give polish to thought. And the finest types of development—physically, mentally and morally—will be the resultant of conditions at first seemingly adverse.

In a new State the responsibilities and privileges are great—the privilege of entering an extensive and inviting field of effort, and the responsibility of exerting right influence, of laying the foundations of knowledge, so that the superstructure shall not only be secure, but shall grow into an holy temple, whose strength and beauty shall be a joy and blessing for all time.

P. McVICAR,

Superintendent of Public Instruction.

APPENDIX.

UNIVERSITY OF KANSAS.

*ANNUAL REPORT of the University of Kansas, for the year ending
September 1, 1868.*

Name of the locality: Lawrence, Douglas county,
Kansas.

Year in which the institution was founded: A. D.
1864.

FACULTY.

John Fraser, Pres't and Chancellor, and Pro- fessor of Mental and Moral Philosophy, and Belles Lettres; salary, ...	\$3,000.00
David H. Robinson, Professor of Ancient Languages and Literature; salary, ...	1,600.00
Frank H. Snow, Professor of Nat. Sciences and Mathematics; salary, ...	1,600.00
John W. Horner, Professor of Mental and Moral Philosophy, and Belles Lettres; salary, ...	1,600.00
Mrs. C. A. Smith, Professor of French Lan- guage and Literature; salary, ...	1,000.00
Albert Newman, M. D., Lecturer on Hygiene.	

STUDENTS IN ATTENDANCE.

Junior Class, female, 1; total, ...	1
Freshman Class, female, 1; total, ...	1
Preparatory and Scientific Department, males, 50, females, 53; total, ...	103
Total number of students.	<u>105</u>

LANDS OWNED BY THE INSTITUTION.

Site—acres, ...	50
Other lands in Kansas, ...	46,080
Total number of acres, ...	<u>46,130</u>

ESTIMATED CASH VALUE OF THE PROPERTY OF THE INSTITUTION.

Site—ten acres at \$1,000 per acre, and forty acres at \$300 per acre, ...	\$ 22,000.00
Other lands, 46,080 acres, at \$5 per acre, ...	230,400.00
Buildings, ...	25,000.00
Library, ...	
Apparatus, ...	1,878.71
Cabinet, ...	200.00
Permanent endowment, and funds exclusive of real estate (Amos Lawrence fund), ...	10,000.00
Total amount of property, ...	<u>\$289,475.71</u>

EXPENDITURES FOR THE CURRENT YEAR.

For salary of teachers, ...	\$6,575.00
For incidentals (janitor, fuel, advertising, catalogues, matting, &c.), ...	1,705.42
For building and repairs, ...	236.60
For improvement of grounds, ...	359.00
Total expenditures, ...	<u>\$8,876.02</u>

RECEIPTS FOR THE CURRENT YEAR.

State aid, ...	\$7,100.00
Interest on endowment, ...	700.00
Contingent fees, ...	600.00
Total receipts, ...	\$8,400.00

RATES OF TUITION, NOT INCLUDING BOARD.

For Collegiate Department, per annum, tuition free.

For Preparatory and Scientific Department, tuition free.

JOHN FRASER,
Chancellor.

AGRICULTURAL COLLEGE.

ANNUAL REPORT of the Kansas State Agricultural College, for the year ending September 1, 1868.

Name of the locality: Manhattan, Riley county, Kansas.

Year in which the institution was founded: A.D. 1863.

FACULTY.

Joseph Denison, President, and Professor of Mental and Moral Science and Greek Language ; salary, ...	\$2,000.00
J. S. Hougham, Professor of Chemistry, Agriculture and Agr'al Science ; salary, .	2,000.00
Brevet Maj. Gen. J. W. Davidson, Professor of Military Science and Tactics and French ; salary, ...	_____
B. F. Mudge, A. M., Professor of Geology and Higher Mathematics ; salary, .	1,500.00
J. H. Lee, A. M., Professor of Latin Language and Literature ; salary, ...	1,500.00
J. E. Platt, Professor of Mathematics, Vocal Music, and Prin. of Prep. Dep.; salary,	1,500.00

GRADUATES.

Whole number of graduates, males, 2 ; females, 3 ; total, ...	5
---	---

STUDENTS IN ATTENDANCE.

Junior Class, male, 1; female, 1; total,	2
Sophomore Class, males, 6; females, 4; total,	10
Freshman Class, male, 1; females, 10; total,	11
Preparatory Classical Department, males, 19; females, 18; total,	37
Academical and Scientific, males, 66; females, 42; total,	108
Total number of students,	168

LANDS OWNED BY THE INSTITUTION.

Site—acres,	100
Other lands in Kansas—acres,	84,000
Total number of acres,	84,100

ESTIMATED CASH VALUE OF PROPERTY.

Site,	\$10,000.00
Other lands, 84,000 acres not yet sold,	—
Buildings,	18,000.00
Library,	4,000.00
Apparatus,	1,200.00
Cabinet,	2,000.00
Permanent endowment and funds exclusive of real estate,	25,000.00
Total amount of property,	\$60,200.00

EXPENDITURES FOR THE CURRENT YEAR.

For salary of teachers,	\$8,500.00
For incidentals,	636.45
For building and repairs,	1,130.00
Rent of building,	300.00
Total expenditures,	\$10,566.45

RECEIPTS FOR THE CURRENT YEAR.

State aid, ...	\$8,030.00
Voluntary contributions, ...	370.00
Total receipts, ...	\$8,400.00

RATES OF TUITION, NOT INCLUDING BOARD.

For Collegiate Department, no tuition. Contin-	
gent, per term, ...	\$3.00
For Preparatory and Scientific Department, no	
tuition. Contingent, per term, ...	3.00

REMARKS.

The United States Government pays the salary of Gen. Davidson.

The number of students, at present, is one hundred and nineteen.

JOSEPH DENISON.

Manhattan, December 1, 1868.

STATE NORMAL SCHOOL.

ANNUAL REPORT of the Kansas State Normal School, for the year ending September 1, 1868.

Name of the locality: Emporia, Lyon county, Kansas.

Year in which the institution was founded: A. D. 1863.

FACULTY.

L. B. Kellogg, Principal ; Theory and Art of Teaching, Political Science ; salary,	\$2,000.00
H. B. Norton, Associate Principal ; English Literature and Nat. Science ; salary,	1,800.00
Mrs. J. H. Gorham ; Mathematics and Elocution ; salary, ...	1,000.00
Miss M. A. Pitman ; Model School ; salary,	750.00

GRADUATES.

Whole number of graduates, females, 6 ; total, .	6
Number of graduates at last commencement, females, 4 ; total, ...	4

INSTITUTIONS.

STUDENTS IN ATTENDANCE.

Senior Class, females, 4; total, ...	4
Middle Class, males, 13, females, 13; total, ...	26
Junior Class, males, 33, females, 35; total, ...	68
Model and Preparatory Class, males, 16, females, 19; total, ...	35
Total number of students, ...	<u>133</u>

LANDS OWNED BY THE INSTITUTION.

Site—acres, ...	20
Other lands in Kansas—acres, ...	37,760
Total number of acres, ...	<u>37,780</u>

ESTIMATED CASH VALUE OF PROPERTY.

Site, ...	\$ 1,000.00
Other lands, ...	100,000.00
Buildings, ...	20,000.00
Library, ...	2,000.00
Apparatus, ...	150.00
Total amount of property, ...	<u>\$123,150.00</u>

EXPENDITURES FOR THE CURRENT YEAR.

For salary of teachers, ...	\$4,866.66
For incidentals, ...	550.00
Total expenditures, ...	<u>\$5,416.66</u>

RECEIPTS FOR THE CURRENT YEAR.

State aid, ...	\$4,966.66
Tuition and incidental fees, ...	550.00
Total receipts, ...	<u>\$5,516.66</u>

RATES OF TUITION, INCLUDING USE OF TEXT BOOKS.

Normal students preparing to teach, incidental fee, ...	\$ 6.00
Normal students, not preparing to teach, tuition fee, ...	25.00

Preparatory Department, ...	18.00
Model Department, ...	15.00

REMARKS.

I have made out the above report with some difficulty. In the absence of Mr. Kellogg and the Executive Committee, I had not complete data for the financial exhibit; hence that part of the report must be taken as only approximately correct.

The School was never in a more prosperous condition than at present. There are now ninety-eight pupils in attendance, with a graduating class of twelve, nearly all preparing for the teacher's work. The roll for the year 1868 shows an aggregate attendance of one hundred and fifty-five students. Boarding accommodations are more extensive than formerly, and the completion of railroad connections, by the lines now under contract, will give more easy access to the school from different parts of the State.

The most imperative need of the Normal School at present is, to be placed upon an independent footing, pecuniarily. This object will be attained by the sale of the lands which constitute its endowment. At present this is not practicable, owing to the peculiar legislative provisions by which the action of the board is hampered. If the Legislature should see fit to remove these, it is probable that the State would soon be released from the necessity of making annual appropriations, and the School would be enabled to procure educational appliances which it greatly needs.

Commending the School to the care of the State, which has thus far provided for it in the spirit of wise liberality, I remain, yours, very respectfully,

H. B. NORTON.

Emporia, Dec. 1, 1868.

ASYLUM FOR THE BLIND.

ANNUAL REPORT of the State Asylum for the Blind, for the year ending September 1, 1868.

This institution was located at Wyandotte, by the Legislature, in 1865. The citizens donated a site of ten acres, west of the city.

STUDENTS IN ATTENDANCE.

Senior Class, males, 3 ; females, 2 ; total, . . .	5
Junior Class, males, 4 ; females, 3 ; total, . . .	7
Total, ...	<u>12</u>

ESTIMATED CASH VALUE OF PROPERTY.

Site, ...	\$5,000
Buildings, ...	15,000
Apparatus, ...	3,000
Total, ...	<u>\$23,000</u>

EXPENDITURES FOR THE CURRENT YEAR.

Salary of teachers and other help, ...	\$1,500
Incidentals and furniture, ...	4,500
Building, ...	4,600
Total, ...	<u>\$10,600</u>

ASYLUM FOR THE BLIND.

75

RECEIPTS FOR THE YEAR.

State aid, ...	\$10,600
Voluntary contributions, ...	39
Total, ...	<u>\$10,639</u>

TEACHERS.

H. H. Sawyer, Superintendent.

J. L. Canavan, Mrs. E. Houck, Assistants.

REMARKS.

The design of the institution is strictly educational ; to impart physical, mental and moral culture to the blind of both sexes, resident in the State. No charge is made for the instruction of pupils. It is discretionary with the trustees to admit persons from other States. The age for admission is fixed at from nine to twenty-one years.

H. H. SAWYER,
Superintendent.

BAKER UNIVERSITY.

ANNUAL REPORT of Baker University, for the year ending September 1, 1868.

Name of the locality: Baldwin City, Douglas county, Kansas.

Year in which the institution was founded: A. D. 1858.

FACULTY.

E. J. Rice, A. M., Pres't, and Prof. of Mental and Moral Science and Belles Lettres ;	
salary, ...	\$1,400.00
Jacob S. Whitman, A. M., Prof. of Natural Science ; salary, ...	1,200.00
Hiram P. Shephard, A. M., Prof. of Greek and Mathematics ; salary, ...	1,000.00
Mrs. E. J. Rice, Prof. of Latin and Modern Languages ; salary, ...	1,000.00
H. P. Satchwell, Asst. Prof. of Mathematics and Prin. of Prep. Dep.; salary, ...	800.00
Edwin A. James, Prof. of Instrumental and Vocal Music ; salary, ...	1,000.00

BAKER UNIVERSITY.

77

GRADUATES.

Whole number of graduates, males, 4; female, 1;	
total, ...	5
Number of graduates at last commencement,	
males, 2; total, ...	2

STUDENTS IN ATTENDANCE.

Senior Class, males, 2; total, ...	2
Sophomore Class, males, 2; females, 5; total, ...	7
Freshman Class, males, 4; total, ...	4
Preparatory and Scientific Department, males, 46;	
females, 95; total, ...	141
Total number of students, ...	154

LANDS OWNED BY THE INSTITUTION.

Site—acres, ...	16
Other lands in Kansas—acres, ...	700
Total number of acres, ...	716

ESTIMATED CASH VALUE OF PROPERTY.

Site, ...	\$1,700.00
Other lands, ...	2,450.00
Buildings, ...	15,500.00
Library, twenty-five hundred volumes, ...	2,000.00
Apparatus, ...	300.00
Cabinet and musical instruments, ...	1,450.00
Permanent endowment, 600 lots in Baldwin	
City, ...	21,000.00
Total amount of property, ...	\$44,000.00

EXPENDITURES FOR THE CURRENT YEAR.

For salary of teachers	\$6,500.00
For incidentals \$611.06, and agent's salary, \$1,200, ...	1,811.06
For building and repairs, ...	942.00
For improvement of grounds, ...	38.00
Total expenditures, ...	<u>\$9,291.06</u>

RECEIPTS FOR THE CURRENT YEAR.

From sale of College property, ...	\$6,604.30
--	------------

RATES OF TUITION, NOT INCLUDING BOARD.

For Collegiate Department, per term, ...	\$10.00
For Preparatory and Scientific Department, per term, ...	8.00
Music, ...	12.00

The institution is conducted under the auspices of the Kansas Conference of the M. E. Church.

REMARKS.

Baker University was the first organized institution of the kind in the State, and the first to graduate students to a full college course. It is now enjoying great prosperity. The trustees of the University and the Kansas Conference hope to be able, within a few years, to provide a basis of endowment, and complete the new college building now in process of erection.

WM. H. SCHOFIELD,
Agent of Baker University.

LINCOLN COLLEGE.

ANNUAL REPORT of Lincoln College, for the year ending Sept. 1, 1868.

Name of the locality: Topeka, Shawnee county.

Year in which the institution was founded: A. D. 1864.

FACULTY.

Samuel D. Bowker; English Literature; salary,	\$1,000
Horatio Q. Butterfield; Ancient Languages; salary,	1,000
John D. Parker; Natural Sciences and Mathematics; salary,	1,000
Daniel W. Cox, Principal of Preparatory Department; salary,	1,000
Addison P. Davis, Assistant Instructor in English Branches; salary,	300
Perley M. Griffin, Assistant Instructor in Ancient Languages; salary,	300
Jules B. Billard, Assistant Instructor in Mathematics; salary,	200

INSTITUTIONS.

GRADUATES.

Whole number of graduates, male, 1 ; total,	. . . 1
Number of graduates at last commencement, male, 1 ; total,	 1

STUDENTS IN ATTENDANCE.

Senior Class, male, 1; total,	 1
Junior Class, male, 1; total,	 1
Preparatory and Scientific Department,	 60
Total number of students,	 62

LANDS OWNED BY THE INSTITUTION.

Site of temporary buildings, four city lots—acres,	 5
Permanent site of the institution—acres,	 180.0
Total number of acres,	 180.5

ESTIMATED CASH VALUE OF PROPERTY.

Site,	 \$ 500
Other lands,	 8,000
Buildings,	 7,465
Library, apparatus and cabinet,	 2,000
Permanent endowment, and funds exclusive of real estate,	 7,414
Total amount of property,	 \$25,379

EXPENDITURES FOR THE CURRENT YEAR.

For salary of teachers,	 \$2,500
For incidentals,	 150
For building and repairs, and improvement of grounds,	 200
Total expenditures,	 \$2,850

RECEIPTS FOR THE CURRENT YEAR.

Interest on endowment, and for tuition, . . .	\$ 460
Voluntary contributions, ...	2,200
Total receipts, ...	\$2,660

RATES OF TUITION, NOT INCLUDING BOARD.

For Collegiate Department, per annum, . . .	\$8.00
For Preparatory and Scientific Department, . .	6.00

The institution is under the auspices of the Congregational Association.

REMARKS.

The absence of Prof. Butterfield at the East as our financial agent, with the long illness of Prof. Bowker, and his death, laid upon Messrs. Parker and Cox an amount of labor entirely beyond their power to perform ; and yet the condition of our treasury was such as to forbid the employment of another teacher upon full pay. In this emergency, we drew from our college classes. Young men gladly aided in the instruction of some of the preparatory classes. Thus aiding and encouraging them, and with profit to the college, we have employed as instructor in the classics, Mr. P. M. Griffin ; in English branches, Mr. A. P. Davis ; and in mathematics, Mr. Jules Billard.

The studies pursued during the year have been those pertaining to the preparatory course and the junior and senior years of the college proper. Within these limits there have been daily recitations of from eighteen to twenty-two classes. For example : During the current term, there are in reading, one class ; arithmetic, two ; English analysis, one ; Latin, four ; Greek, five ; algebra, one, and in botany, astronomy, geometry and zoology, one each.

For the first term, the aggregate attendance was 48,

average 39 ; second term, aggregate 40, average 26 ; third term, aggregate 29, average 21.

While in the employ of the College Society, as he now is, the salary of Prof. Butterfield is paid by the Society; and thus, during the year, the College has been held responsible only for the payment of the present corps of instructors—an amount which, at the present rates, does not much exceed \$2,600 per annum.

The wide range of our free tuition list so far cuts down the number of paying pupils that receipts from tuition do not much, if at all, exceed \$450 or \$500 per annum.

On the other hand, the amount of aid pledged by the College Society (which pledge, through the labors of Prof. Butterfield, is now being made good), so far enables us to meet our outlays as to warrant the hope that our already diminished indebtedness will ere long be wholly cleared away. With this end in view, and the still greater one of the permanent endowment, Prof. Butterfield, as his frequent letters will show, is working with growing confidence.

At the time of his last report, he counted not far from \$8,000 as collected and pledged ; and of this amount, our treasurer has already received over \$1,500.

Among ourselves, the assets of the College have been increased by not less than \$2,000, in the gift of our treasurer, W. E. Bowker, of twenty acres lying between the city of Topeka and our original site of 100 acres ; and also from Major Harrison Hanna, a former member of the College Board, notes for \$1,000—\$500 now bearing interest at ten per cent., and \$500 maturing March 1, 1869. A further sum, conditionally pledged by Simpson Bros., of Lawrence, is now unconditionally promised, and the treasurer is regularly drawing the interest thereupon.

LEWIS BODWELL,
President Board of Trustees.

EPISCOPAL FEMALE SEMINARY.

ANNUAL REPORT of the Topeka Episcopal Female Seminary, for the year ending September 1, 1868.

This institution was opened in 1860, by the late lamented Rev. N. O. Preston, Professor in the State Agricultural College at Manhattan. During the war it shared, of course, in the general depression of the times. It was reorganized in 1865, since which time it has been doing an efficient and growing work.

STUDENTS IN ATTENDANCE.

Senior Class, ...	2
Middle Class, ...	6
Junior Class, ...	5
Preparatory Department, ...	32
Primary Department, ...	25
Total, ...	70

The standard of scholarship has been steadily advancing. Three years and a half ago we had but few pupils beyond the common English branches. At the last examination five classes were presented in Higher Arithmetic, Algebra, Geometry, Natural Philosophy,

Rhetoric, Botany, French, Music and Drawing, to which are added this year, Mental and Moral Science. Of that examination the Rev. Chaplain Reynolds, one of the regents of the State Agricultural College, who was present throughout, says: "The friends of the school have reason to feel proud of its success, and of the number of gratified spectators which it has called together from distant parts of the State. The whole manifests growth in the Female Seminary, and we cannot close without congratulating the State, and especially the city of Topeka, upon having an institution where the minds and manners of our daughters are well cared for, and where they will be trained to become as the polished corners of the temple."

Teachers employed, males, 2; females, 7; total, 9.

ESTIMATED CASH VALUE OF PROPERTY.

Site—twenty acres, ...	\$ 5,000
Value of buildings, ...	15,000
Value of library (1,000 vols.), ...	1,200
Value of apparatus, ...	400
Total, ...	\$21,600

The school is supplied with first-class talent in its corps of instructors, maintains a high tone among its pupils, studies their moral as well as physical and intellectual wants, and is amply furnished with instruments, library and apparatus, and provides pupils a pleasant *christian* home, as well a first-class school.

J. N. LEE,
Principal.

REPORTS OF COUNTY SUPERINTENDENTS.

ALLEN.

It is in vain to expect entire accuracy in school statistics, while district clerks are so careless, or so unskillful, in making out their annual reports. Two districts failed to report the branches taught. Eleven failed to report the amount of money raised by district tax, giving, instead, the rate percent. levied, or leaving the column blank. To supply the latter defect, I was compelled to make a trip to the county seat, and draw the facts from the records in the office of the county clerk. The former defect, with some others, remains uncorrected. These affect, in some degree, the correctness of my report.

Would it not be well to have the school law require all district clerks to meet the superintendent at the county seat, say on the first Saturday in September, annually, to receive from him blank reports, and be directed how to fill them out? This would insure greater accuracy.

In all that pertains to common schools, our people are manifesting a commendable liberality. This report

shows a three-fold increase above the last, of money raised by district tax for the support of schools; an increase of seven schools, six districts, and of six school houses. In Humboldt (Dist. 16), and in Iola (Dist. 10), there have been finished within the year, as district school houses, two fine, large stone buildings, two stories high, substantial, commodiously constructed, displaying a high degree of architectural taste. These are now occupied by large and prosperous schools, that in Humboldt conducted by Mr. Lopp, assisted by Mrs. Newton, and that in Iola by Mr. and Mrs. Bartlett. This year we have had a full supply of teachers, though few only were of first grade. Consequently, competition among them for the schools has been strong, and their wages have been slightly reduced. Perhaps the standard requisite to obtain a certificate should have been higher. But what is a superintendent to do? Shall he care only for the pupils and patrons of the schools? Or, may he not also aim to draw out and develop the talent existing in the mass, by giving a helping hand to young men and women of capability, thus enabling them to teach a first term? Herein lies a delicate and highly responsible duty. The ablest and most accomplished teacher once was green. He was limited in knowledge and destitute of experience. He had his first term; has crept up, step by step, to his present eminence.

Institutes.—Last December a teachers' institute was formed in this county. It has held three sessions, but is not yet exciting as much interest, in the minds of either teachers or citizens, as we could desire. Still, it is doing good and gaining favor. It is a new thing; few of our teachers are familiar with the working of such an institution, and many are inclined to stand back and look on. It is well to have spectators, but

to effect any good there must be study, work and labor, and somebody must act. There must be an active force, and teachers themselves must chiefly be that force. Let such teachers as absent themselves from the institute, or decline to take part in its exercises, look into this matter. Let them be aware that public sentiment will soon give a decided preference to such as are working members of this school for young teachers, and for the community.

New Provisions of Law.—Our school law needs, in my opinion, but little change, although it greatly needs to be better understood. Besides the amendment above suggested, with regard to district clerks, a law providing some competent man to conduct the exercises in every institute in the State, at least one session in the year, and one authorizing teachers, without any loss of pay, to adjourn their schools for five days, or less, in a school term of nine months, to attend the same. Besides, there is no other amendment which I would at present recommend.

M. A. SIMPSON,
Superintendent.

ATCHISON.

As evidence of progress and an increasing interest in the schools of Atchison county, we are able to report, this year, a better average of time schools have been taught, a better average of the wages of teachers, both male and female, and an increased amount of funds raised by district tax. Most of the districts have maintained a school six months during the year; some from eight to ten months. A few have had only

a three-months school, showing that there is still need of missionary work in school matters in some localities.

The citizens of Atchison have erected, during the year, two fine school buildings, at a cost of fifty thousand dollars. The principal building is at once a credit and ornament to the city; beautifully located, and, in its structure and arrangement, well adapted to the schools of the city. Several school buildings, also, have been erected in the country districts. But little attention has been given, as yet, to the work of ornamenting and beautifying the buildings and their surroundings. Generally, the teachers have done well. A few have failed through incompetence or neglect. Still, we hope in future to secure a higher grade of qualifications, and more efficiency in the work of teaching.

N. DUNSHEE,
Superintendent.

BROWN.

The four joint school districts in Brown and Nemaha counties have school houses, the total value of which is ten thousand three hundred dollars. All of them are situated in Nemaha county, and, I suppose, go to make up a portion of the estimated value of school houses in Nemaha county. The joint district in Brown and Atchison counties has a school house valued at two thousand two hundred, which is situated in Brown county, and is included in the estimate of the value of school houses in Brown county. School district No. 10, formed in 1860, has no school house, and has never had a school. A building fund, from the taxa-

tion of the last few years, is now on hand, sufficient to build a good house. Five districts, formed since last report, are preparing to build, and will have schools the coming year. The change of county lines made last winter, took from Brown county one district and two joint districts, with fifty-four scholars. Many of our school houses are furnished, and many are being furnished, with the patent combination seat and desk. This is found to be so much a matter of economy, convenience and comfort, that eventually all will be thus furnished, except such as may adopt the still better plan of seating with single desks and chairs. A large room is required where single desks are used; but a few specimens, such as can be seen in the beautiful school room in district No. 29, will suffice to satisfy visitors, as well as pupils and teachers, that single desks and chairs are as much better adapted to the true idea of a model school room than the combination seat and desk, as the patent combination seat and desk is to the clumsy, unsightly, ill-constructed wooden relic.

Blackboards, outline maps, drawing books and slates, object teaching, forms, &c., are becoming not mere appendages to the school room, but things of necessity and use, and the idea is fast becoming an old foggy notion that young pupils have nothing to do in the school room but to spend five minutes a day in repeating the alphabet, from A to Z, or in a more advanced, monotonous repetition, as destitute of ideas.

On the whole, the indications of life and progress abound on every hand, and while our pupils are increasing in numbers, requiring new schools to be opened for their accommodation, the utility of better providing for their convenience and comfort, of surrounding them with the attractive and beautiful, of cultivating

a purer sentiment and a more refined taste, is becoming more and more apparent. During the past year our county teachers' institute has held its eighth and ninth semi-annual sessions, with unabated interest and usefulness. Our teachers, by improvement at home and accessions from abroad, are elevating the standard of education, and becoming better qualified. Those of the lower grade of qualification, who seldom or never appear at the institute, are fast giving place to such as make use of these important aids to the better preparation for the work.

N. HANSON,
Superintendent.

BOURBON.

By an act of the last Legislature, incorporated towns and cities, sufficiently populous, take exclusive control of their school interests. This act deprived me of Fort Scott, which reduces the average daily attendance in this county.

Several new districts have been organized during the past year, and there still remains unorganized territory. I was agreeably surprised, on footing up the total number as by reports, that, notwithstanding the loss of district number fifty-five, or a portion of it, Bourbon county *will* educate. Many good practical teachers have permanently located in the county, and design making teaching their business. We, in this county, have to combat that old Southern prejudice against popular education, to some extent. Opposition to taxation for the support of common schools is, in some districts, on the "rampage." But the fiat has

gone forth ; neither ignorance nor prejudice can thwart it. The banner is unfurled in Kansas, and has strong arms and noble hearts to bear it aloft.

C. S. PYLE,
Superintendent.

BUTLER.

The school interests of this county have been somewhat neglected, and in quite a number of the districts the inhabitants have neglected to have a school during the past year. I suppose one reason for it is, that in some of the school districts of this county there is no entered land, and in some others a very limited amount of it; consequently, they cannot raise money enough to support a school. I am in hopes that next year a better account can be given of the school interests of our county.

For the next year, the most of the school districts have levied a good school district tax, and as there is very much more taxable property in the county now than heretofore, we will expect to give a better account of our schools another year.

H. D. KELLOGG,
Superintendent.

CHASE.

I would recommend an amendment to our school laws, by which, in the formation of new school districts, if a tax for school or building purposes is not

levied, or a school taught for the term of three months in such new districts within one year from the formation of the same, that such new districts shall lose their organization, and shall be attached to the districts from which they were taken, and assessed with all back taxes, as if such new district had not been formed. It should be the duty of the county superintendent to report all such districts to the county clerk, whose duty it should be to place such back taxes upon the tax roll for the ensuing year.

I would further recommend, that in all organized school districts failing to report a tax of one per cent. for school or building purposes, or a school taught for a term of three months within the school year, it shall be the duty of the county clerk to place upon the tax roll a tax of one per cent. upon all real and personal property in such school district, to be collected and held subject to the order of such school district, for school purposes; and if such school district fail, for two consecutive years, to levy a tax, or support a school for the term of three months, all moneys collected from such school districts shall become a county fund, to be apportioned among the school districts of the county, in the same manner as the fund from fines, estrays and exemptions from military duty.

This is for the purpose of reaching those districts that obtain their organization for the sole purpose of avoiding taxes.

F. B. HUNT,
Superintendent.

CHEROKEE.

More districts have been organized than are given in my report, but some have become disorganized in consequence of hard times, and James F. Joy's attempted swindle. This annual report has been obtained by the superintendent going in person to nearly one-half the schools, as our county seat is on one side of the county, and makes mail facilities to the west side of the county very imperfect.

There were not enough colored children in any one location to organize a school, and indeed there are very few in the county.

The number of children enrolled is intended to include all that have attended a school of any description, as only six schools in the county received public money. I shall expect the teachers, the coming year, to be very accurate and full in their reports, as they will be under public supervision.

We will be enabled to have comparatively few schools this winter, in consequence of pecuniary condition, and the want of suitable school houses.

School Lands lost by Treaty.—All things considered, I do not know of any change in the school law that would be advantageous in our newly organized county. We hope the State officers will work unceasingly for our school land interest in this county, as its endowment would be a blessing to our schools. Our county is excelled by few, in any State, in the combination of natural advantages. And all the school money and school interest that can be commanded, is necessary to keep pace with her agricultural and manufacturing resources, as you see per reports of this and last year that it is coming up like magic from three hundred and

and sixteen last year, to twenty-five hundred this year ; has stood the drouth, and driven back Joy's outposts to Fort Scott, and defiantly has said to all land monopolists, "Hands off, or take the consequences." Thieves, you must first bind our strong arms before you can steal our children's birthright of seventeen thousand nine hundred and twenty acres of the best land on the face of the globe.

D. R. MARTIN,
Superintendent.

CLOUD.

Reverses.—The drouth, together with the late Indian trouble, has greatly retarded the educational interests of this county. In one district they were compelled to give up their school before the three months were out, on account of the miserable savages.

Advance.—But education has more than kept pace with the progress of the country, notwithstanding these obstacles. Last year there was not a single school taught in the county by a qualified teacher. This year we have four, three of which would compare well with the most favored sections of the State, having first-class teachers.

- *Place of Holding Examinations.*—The most serious difficulty I have found in the law, is the one requiring public examinations to be held at the county seat, the county seat of this county being so near one corner of the county as to make it almost impossible for those in remote parts to attend, especially for the females. Believe it will not work well, as a general thing, in new counties, for it will often be as in this. It is not best

to have the county seat immediately located in the center of the county. Another difficulty will often arise in procuring suitable rooms for the occasion, which cannot always be done, even in the county seats, on the frontier.

Lack of Uniformity in Text-Books.—We have comparatively no uniformity in text-books—a thing that will be almost impossible to obtain for some time, the people seeking homes with us generally being poor, and unwilling to dispose of the books brought with them for new, deeming it too expensive.

J. B. RUPE,
Superintendent.

COFFEY.

Progress.—I herewith transmit my second annual report, and it is a very great satisfaction to inform you that our educational matters are progressing with increasing interest. In making up the report, I find an advance in all the departments pertaining to our schools. We have seven new school houses, and three more in progress of construction; one at a cost of six thousand dollars, another that will cost one thousand six hundred dollars, and a third at a cost of six hundred dollars. Our school districts have increased to thirty-six. By another year, each district will be favored with a school house, and every child in the county favored with school privileges.

Teachers.—We have had, during the year, several excellently taught schools, but I regret to say that too many have been indifferently managed. Too many teach for *pay*, and are gotten up for the occasion.

County Board of Examiners.—It seems to me that there is no remedy for the evil above mentioned, in the present order of things. I frankly confess I have not been able to resist the pressure brought to bear upon me, in granting certificates of qualification.

I think that a superintendent should be measurably relieved from this responsibility. This could be done if the law was so amended as to give the superintendent authority to nominate the assistant examiners, to be confirmed by the county board. I think the law providing for the examination of applicants to teach, should be so amended as to allow examinations to be held at any time, the applicants paying the expense.

Congressional Township System of Districting.—I am of the opinion that this system would not be practicable at the present time. I think any arbitrary line impracticable. The county is too sparsely settled. We have several townships in one district, not having more than thirty children of suitable age for school. Then again, we have as many as three districts, the whole not including as much territory as one township. Our county is bounded on three sides by fractional Congressional townships. If the districts are regulated by these lines, then some will be in the counties, and will work no better than an associate district, which seldom works any good to any one. Again, our people are principally settled along the water courses. The Neosho river enters our county near the northwest corner of the county, and passes out within a few miles of the southeast corner. We have six creeks, from eight to twenty miles in length, on the northeast side of the river. On the southwest side of the river we have five streams of greater or less length, all of which, as well as the Neosho river, cut the Congressional townships diagonally. Hence our school districts, for

the convenience of the population, are in almost every shape and size—some large, some small. In each of these twenty-nine districts there is a good school house; and if these boundaries are disturbed, as they necessarily must be, of what practical use can be the school houses, except to go to districts to which they do not belong? More that is objectionable might be said, but I forbear.

B. WHEAT,
Superintendent.

DAVIS.

Several new school houses have been erected, and I am pleased to say that there is a gradual and general advance in the cause of education. In certain localities, the population is so sparse, and the distance to be traveled so great, that the maintenance of a school is very difficult.

We have had a very interesting and profitable teachers' institute held in Junction City the past year, and a new impetus was given to the cause. The importance of these institutes, rightly conducted, especially in quarters where privileges of this character are small, cannot be overestimated.

The law, passed at the last session of the Legislature, in regard to the formation of incorporated cities into separate school districts, has created confusion and embarrassment in our case here. We may need special legislation to help us out. District No. 1 originally included the city and some little adjacent territory. A ten-thousand-dollar school house was built by the district, *outside* the city limits. This property

should either be attached to the city, or an exception should be made in our case. By many, the law in our case is regarded as untimely, and the old order of things is held to be more desirable. It cripples our forces sadly, as more than one-half the children of the county are within the city limits.

During my absence, the Rev. M. D. Gage, principal of our city school, was appointed to fill the office of county superintendent *ad interim*. He has manifested great interest and zeal in the cause of education, and rendered valuable service in this direction.

I. JACOBUS,
Superintendent.

DICKINSON.

Beginning.—Our county is new, and but little attention has been paid to the interests of education. There were but four schools in operation in the county when I took charge of the schools, one year since. Now there are thirteen, all of which will be in operation this winter.

County Maps.—I have drawn two maps of the county, indicating the river and streams, and in quarter-sections, also boundary lines of districts, plainly marked with different colors; so that when a change is asked for, by referring to my map I can tell what is desired. I placed one map with the county clerk, to aid him in making out the tax roll.

Owing to failure in crops, there will be but few improvements made for school purposes this year.

The reports of most of the clerks are so imperfect

that it is impossible to make a full report, but promise better things in future.

If there are any maps, dictionaries, globes, or any school apparatus of any kind, that our county is entitled to from the State, I would be glad to know of it.

WM. RAMSEY,
Superintendent.

DONIPHAN.

Interest in educational matters in this county is at rather a low ebb. Several districts have made an improvement in their schools by grading them partially, and employing efficient teachers. The majority of the school houses are uncomfortable, and entirely unprovided with apparatus of any kind, not even blackboards. We hope to see most of the districts provided with blackboards, Mitchell's outline map, globe and charts, for primary instruction, before another annual report is made. Several of the districts are building houses, which I hope to see seated with patent seats, and finished up in school-room style.

I am confident that many of the reports of district clerks are partially incomplete. This will be remedied when the time arrives for the next report to be sent in.

Notwithstanding the general lack of interest among the people of the county in educational matters, there are, in almost every district, a few men who are ready to make a forward movement. I do not despair of making a decided improvement in the school of any school district, where I can find even one man who is ready to take hold and assist in stirring up the people of the district. It will, however, take some time, for,

before any radical change can be made in conducting the exercises of the school room, the patrons of the schools must be educated up to the point where they will be ready to co-operate with instead of counteracting reform movements.

The university at Highland is doing a good work, and will soon be able to supply the county with a better grade of teachers.

D. W. BROWN,
Superintendent.

ELLSWORTH.

This county had three school districts, organized by Mr. Hall, my predecessor. District No. 3, on Elkhorn creek, was broken up by Indians driving away the settlers; so they have had no school, nor made a report. Districts No. 1 and 2 were not in successful operation in season for three months' school, before their reports were due. No three-months school has been reported in the county this year. There are two quite prosperous schools now in session in the county, and will each have three months of school in the calendar year of 1868. There are many children in this county not included in the report of either of the clerks. Neither of them include any colored children, and yet they are in the county. Even some in this district have been overlooked.

LORENZO WESTOVER,
Superintendent.

FRANKLIN.

This county, under the impetus given by the construction of the L. L. & G. Railroad, is rapidly filling with an excellent class of settlers. Many of them bring capital; nearly all bring energy and enterprise.

The educational interests of the county partake of the general prosperity. Six new school districts were organized in new settlements during the year, and two old districts were merged into one. Ten school houses were erected, seven of which are a credit to the neighborhoods in which they are situated. Our citizens cheerfully tax themselves for schools and school buildings. They rightly judge such an investment a paying one, in every respect. In one district, however, the non-tax-payers actually voted down a proposition to issue bonds for a school house, while nearly all the property holders voted "Aye." All the districts except one have sustained a school of from three to seven months' duration. One district only, through color-phobia, failed to levy a school tax at the last annual meeting. Evidently, in its estimation, gross darkness is better than light which shines alike on white and black.

The schools now in session are supplied with a higher grade of teachers than at any time before. Yet there is still room for improvement. On the whole, the outlook is encouraging.

P. FALES,
Superintendent.

JACKSON.

We have thirty-three districts and five joint districts in Jackson county, with an average of about forty-two scholars to each district. I have received reports from all the districts, although many of them are defective. You will see by this report that the average salary for male teachers is thirty-one dollars per month ; but the real salary is about forty dollars per month, because many of the male teachers board free with the families of the districts, while board is worth from ten to sixteen dollars per month.

Our county has done nobly during the year, in reference to building school houses. Several excellent frame and stone school houses have been erected. The increase in value of school houses this year is about sixteen thousand dollars. The value of the school houses of the county is about twenty-five thousand dollars. This does not include the seminary at Circleville, worth nine thousand, which is carried on the same as a graded school. This would make the total value thirty-four thousand dollars.

Several of our school houses are furnished with patent seats and desks.

I have visited nearly all the schools in the county once each term, and believe my visits have been productive of good to both teachers and children. I hope my successor will be more faithful, and prove a medium of still greater good.

JAMES TELFER,
Superintendent.

JOHNSON.

A gradual increase of the educational interests of the county is shown by my report. The rapid increase of population by immigration, has made it necessary to organize several new districts. Several new school houses have been erected during the year, among which is a fine stone building at Olathe, two stories high, at an estimated cost of twelve thousand dollars. Several other districts have voted bonds for building purposes, but from the difficulty of disposing of their bonds, or the indifference of the board, they have signally failed.

The spring term of the teachers' institute was largely attended, and seemed to result in much good.

The average salary of the teachers per month is above that which appears in my report, as some of the clerks have reported the number of months taught, but failed to report the salary.

C. E. LEWIS,
Superintendent.

LABETTE.

We have made some progress in the way of organizing districts, this year, but have done scarcely anything in the way of building school houses. Many of the districts have voted bonds, but it is next thing to an impossibility to dispose of them. I think the law should be changed so as to give districts the privilege of voting a direct tax for the erection of school houses,

if they should see fit to do so. If we could always get a school house with bonds, when voted, the law is certainly defective in that part which requires a two-thirds majority to rule. In most cases where districts have attempted to vote bonds in this county, they have failed, in consequence of this two-thirds majority clause. Under our form of government, we are taught the fundamental principle, that at the ballot box the majority should rule. And why reverse this principle when the question is brought before the voters of a district, whether they shall build a school house or not?

As you will see by my report, one district fails to send in its report. That district is one among the most populous in the county, and our enrollment of children has considerably more than doubled since last year.

I report no school lands, either sold or unsold, for we have none. In fact, we have no assurances from Congress, yet, that our homes may not be turned over to a railroad company. If any more treaties are to be made with the Indians for public domain, it is to be hoped that, under the next Administration, agents will be selected who will, to some extent, make them in the interest of the actual settler, and of education.

ENOS REED,
Superintendent.

LEAVENWORTH.

I have had great trouble in collecting the statistics of the county and city. I have given separately the county and city schools. From the report of the city I could not get the data by which a complete combi-

nation could be made. I would suggest the giving these tables separately in your report. The number of pupils in each branch given is from the county schools. The city gave me nothing under this head. They made annual report last year. I can give nothing satisfactorily in reference to the colored schools, and attendance of colored children. A few schools were kept separately for colored children. Some went with the whites, and most were, in fact, kept out entirely, although not prohibited from the schools. Prejudice, however, is giving way, and right will prevail when patience has had her perfect work.

I had reports from all my districts except one. Only forty-one have reported three months' free school taught during the year.

A number of the districts are new organizations. Nearly all are preparing for schools this year, and will make a good account next year.

B. L. BALDRIDGE,
Superintendent.

LINN.

We have in this county seventy-two organized districts, with territory for three or four more. Sixty-eight districts have sent me annual reports, sixty-one of which have maintained at least three months' common school.

In the last two years we have had an advance in the grade of teachers; and they, with better qualifications and facilities, have had much better success than heretofore. The law in relation to the examination of teachers does not well answer the purpose, and I think

private examinations, in some cases, with no fee for inducement, would be a great accommodation, many times.

The township system of districting would be a great advantage to our county, in my opinion. Yet I see no necessity for much change in the school law, as people are just becoming familiar with it.

H. L. BAILEY,
Superintendent.

MARION.

I herewith transmit my second annual report. Owing to Indian troubles, our educational interests have been relaxed. I am glad to be able to report a growing interest in the cause of education in this section of the State. This interest is at present showing itself in the endeavors of the school officers and community to get good teachers, and in keeping the children at school.

WM. S. MOULTON,
Superintendent.

MARSHALL.

Lands Sold.—The amount of school lands sold during the year is 2,970 acres. Cash received for the same, \$4,757.88.

Erection of Houses.—A new school house is about to be built at Irving; bonds issued, \$4,000. Also, a house in district sixteen; bonds, \$800.

Graded School.—Marysville graded school promises well, and is, we think, destined to take rank among our most useful institutes.

Education is in a healthy condition throughout the county. A perceptible progress is manifest.

J. L. CHAPMAN,
Superintendent.

MIAMI.

Herewith I transmit my sixth annual report of the standing of the schools of Miami county. There is a slight increase as to the number of terms in which schools have been taught. The increase in enumeration has been about fourteen per cent., yet the increase in enrollment has reached eleven per cent. The per cent. increase of average attendance is diminished, by the failure of two districts to report.

Since my last report, out of one hundred and three applicants, about twenty-four have received general certificates, and forty have received special, or temporary.

The total amount of school land that should have been embraced in the territory or limits of this county, under the act of admission, is thirty-two sections, or twenty thousand four hundred and eighty acres; whereas we had but six thousand six hundred and six and one-half acres. Its status will be seen by referring to the proper column.

The interest of the people of our county, in educational matters, shows much more of judgment and in-

telligence, year by year. This arises mainly from the general increase of knowledge among them.

I. J. BANISTER,

Superintendent.

MORRIS.

Owing to the failure of certain district clerks to send in a report, this report is deficient as to the number of children receiving instruction in the higher branches ; also, in the amount for repairs and contingent expenses, and in school apparatus. We have had excellent schools in most of the districts, a great improvement on the previous years. We have had a teacher engaged in a graded school, at one hundred dollars per month.

Public Money for Colored Children and Indians.—

A question has arisen in our county, whether or not the Kaw Indians should receive an equal amount of school funds, for the State and county, with other colored children. It is understood here that your opinion is that they should. I would suggest that my successor in office be instructed as to the matter, that he may know how to act in the premises. I earnestly urge that every clause be stricken from the school law, the spirit of which is to force the mixing up of the races, under grave penalties, as detrimental to the best interests of the black man, both morally and scientifically. Let equitable proportions of the school fund be applied in separate schools, and let every reasonable inducement be held out, and encouragement given, that they apply themselves to their own culture, and

not depend wholly on the white man for the means of education.

J. H. BRADFORD,
Superintendent.

NEMAHA.

With a commendable zeal for the interests of education, leading the people to tax themselves generously, and push forward the work of building up the school system, as the continual advance in the matter testifies, yet there is an unfortunate lack of methodical business tact, as well as inattention to particular details, which leaves our materials for statistics in a condition both mixed and deficient. During the year of my service as county superintendent of public instruction, I have marked but few things particularly, which seem to need an especial effort to improve. One of the things of considerable importance is, the want of school libraries, for which I think legislation should provide. Another is the inadequacy of the teachers' institute, as at present regulated, to meet the needs of our present grade of teachers. Limited to two or three days, unprovided with any but volunteer instructors, and placing little stress on the importance of general attendance, it can neither accomplish the work for which it is designed, nor commend itself to popular favor. Some improvement, therefore, seems called for in respect to these things. Some other changes that are already in contemplation, are desirable. That a great and good work is already being done in the educational progress of the State, is patent to the most casual observer.

We may well be proud, and boast of our school system as it is; yet, wherein deficiencies do appear, it is desirable still to improve upon it, since all that can be done for it will be amply repaid, while it cannot be too highly exalted.

J. H. BALLOU,
Superintendent.

NEOSHO.

Owing to the great variety of text-books used in our common schools, and other disadvantages prevalent in a newly settled country, our report is somewhat deficient in several respects. By referring to our last report you will see that twenty districts had been organized. At the present time we have thirty-six. Reports have been received from thirty-four of them. Twenty have had school in the last year. Our enumeration of the children in 1866 was one hundred and ninety; in 1867 it was eleven hundred and twenty-seven, and in 1868 is seventeen hundred and forty-two—a gain of over fifty per cent. during the last year. There were enrolled in the schools, in 1867, four hundred and eighteen scholars, and in 1868, seven hundred and two—an increase of about forty per cent. Emigrants are daily arriving and locating in our county. Time is all we ask, in order to compete with first-class counties. Our population is fast increasing, and nice villages are now to be seen where two years ago there was scarcely a cabin to be found. The greatest difficulty in the way of progress in our free schools is the situation of the lands in the county. We cannot procure a title for our homes, and we do not feel

disposed to erect good school houses until we know what will be our destiny. We have no real estate ; so, district bonds are not of much value. Great efforts are being made by certain monopolists to cheat the State out of a large portion of land that justly belongs to it, and, if something is not done to prevent it, the land will be lost, and our schools damaged. Is it not the duty of the Executive to enter suit against the Government, and make her fill her obligations to the State ?

The school law should be so amended that one-half of the funds be apportioned on the enumeration, and the other half on the attendance in school. District officers should have something for their services. Good teachers are scarce ; many have the literary qualifications, but lack energy and interest, and are scarcely worthy the name of teacher.

M. L. McCASLIN,
Superintendent.

OSAGE.

You will see, by comparing my report with the previous one, that we have had a year of more than usual prosperity. Sixteen school houses have been built in our county, at a total cost of twenty-three thousand dollars. Burlingame has just voted bonds to the amount of five thousand dollars. This, with the money on hand, will enable the school board to furnish the district a commodious school house.

We have great reason to rejoice that the Indian title to just three-fifths of all the land in our county has been extinguished. These lands will all be taken within the next six months, and, judging from the

settlers, the educational interests will more than keep pace with the settlement.

I wish to call your attention to what I regard as defects in the school law. The times fixed by law for the examination of teachers, compel us to examine a majority at special examinations. If the law gave us monthly examinations, it would be far preferable, and at less expense to the county. See the law, or, rather, the want of law, in the case of joint districts. There is provision for creating, but not for alteration. If a vacancy occurs in the board of a joint district, the law ought to specify how it shall be filled. The formation or alteration of school districts, by the superintendent, has a tendency to create enemies, and thereby destroy his influence. The commencement of the school year; the number of days it takes to constitute a school month; who is to report the proceedings of the annual school meeting, the outgoing or incoming clerk, and many other subjects of like character, ought to be stated in the law. I regard the law, forcing the payments on school lands to be all completed in ten years, bad policy. As the principal arising from the sale of these lands is to be a perpetual school fund, would it not be better to give the purchaser of said lands ninety-nine years to complete the payment, on condition that he pays one-fourth down, and legal interest (paid annually) on the unpaid? With such a law, our school lands would be sought and sold at much higher figures.

A State convention of county superintendents, held annually, would conduce much to the perfecting of our school laws and to the advancement of education.

P. KIRBY,
Superintendent.

OTTAWA.

Prairie Fires.—The cause of education, with all other good and benevolent objects, suffers here, in the far West, from various causes, which it may not be amiss to mention. First, the fire-worshippers—we call them so, as they do not worship God, and every one is disposed to worship something. They are wickedly inclined, dangerous members of society. As soon as vegetation dies, and fires are most to be dreaded, these fiends are prowling about, setting fires in the large prairie grass; and if the wind is boisterous the flames run like electricity, and nothing can escape their devouring propensities. In this way is consumed the productive labor of the agriculturist to so great an extent that the means he might have had to pay for educating his children, or giving to the support of the gospel, are wrested from him just as he is ready to enjoy them. This will account for our having no school libraries in this county. If the means would justify the end, I, for one, would say that self-preservation would dictate the summary punishment of these outlaws. I think I could draw up a bill which, if made a law by the Legislature, would remedy, in a great measure, this evil, and deter these desperadoes from their favorite occupation.

Grasshoppers.—The periodic inundation of grasshoppers took place a month earlier this year than last, and consequently found vegetation young and tender. They ate and destroyed more than half the corn; also vegetables, including the potato crop. This, of course, had a tendency to retard the progress of education.

Indian Hostilities.—There were two Indian raids in this county, which broke up and suspended two of

our schools, then in actual operation. I think our Government greatly to blame for allowing these raids on the frontier settlements.

H. H. PAXTON,
Superintendent.

POTTAWATOMIE.

Although the prosperity of our schools was very great last year, it is still greater this. Last year we had nineteen school houses; this year we have thirty-three, and many of them built of stone.

We have had better schools, a greater number of well qualified teachers, and a much greater number of months of school this year than last.

The great trouble attending the formation of new districts and establishing district lines, heretofore existing, has now nearly or entirely vanished, leaving, instead, peace and prosperity.

The law requiring "special examinations to fill vacancies," needs amendment or explanation, for the benefit of such persons as constitute our county board, who, by their decisions, compel the county superintendent to work for nothing or sue for his wages, neither of which he can afford to do, owing to his limited pay and heavy expenses. For the same reasons, union institutes should be sanctioned by law, since they are manifestly for the best interests of education.

M. G. SIMPKINS,
Superintendent.

RILEY.

It has been my aim to secure a report from every district clerk in the county. Much to my regret, I have failed altogether, in a few cases. And again, some reports, when forwarded, are so imperfectly filled out as to be of little value. In some cases teachers' reports must have been very imperfect. In two instances teachers have failed to make any report to the clerks. I shall seek to remedy this failure by urging our school boards to furnish proper registers for their teachers, which will leave them without excuse. There is a marked increase of interest in respect to school buildings. The character of the houses erected, and the grounds in some cases secured with them, are a special encouragement to the friends of education, and a decided intimation that the educational interests of Riley county are not to suffer in the future.

The Agricultural College is in a decidedly prosperous condition. Its friends were never more encouraged than now. The six members of the faculty are good men and true, working earnestly and harmoniously. During the year the departments of Military Science and Tactics, and of Agriculture, have been successfully filled. The department of Civil Engineering has been provided for, and the friends of the institution are hoping that the department of the Mechanic Arts will be opened during the coming year.

The Congressional Township System would virtually be a dead letter in our county for years to come. The germinal idea is, doubtless, good ; but how to apply it, is the question.

Change in School Laws.—In relation to the general subject of modifying our school laws, I would respect-

fully suggest that it may be better to seek for a gradual modification of the whole district system; and yet I must confess it is hard to tell where to begin. *First.* The law now provides for only one visit of the county superintendent to each school per term. If he goes oftener, it is usually at his own expense. Two visits are often demanded. *Second.* Some plan should be devised to compel parsimonious districts to raise suitable tax. *Third.* Some plan is needed to make uniform the numbering of joint districts. *Fourth.* The compensation of State and county superintendents should be more nearly commensurate with the duties required.

E. GALE,
Superintendent.

SHAWNEE.

The reports of the district clerks show an increase of five hundred in the number of children between the ages of five and twenty-one years, or about twenty-five per cent. during the year.

Several very good school houses have been built, and others repaired and furnished, within the year; but there are many in the county hardly worthy of the name, which I hope will soon give place to more substantial buildings.

The people generally manifest a good degree of interest in the education of their children, and tax themselves freely to support the public schools, but, owing to small and sparsely settled districts, and a want of classification in many of the schools, the results are not as satisfactory as could be desired.

While there are many earnest and excellent educators already employed in the county, still there is a good demand for thoroughly trained teachers, and it is to be hoped that those who have the great interests of education in charge, will not, by any means, let down the standard, but rather labor to elevate it.

WM. H. BUTTERFIELD,
Superintendent.

SALINE.

We have twelve reports and fifteen districts ; two of them lost their organization, but are now reorganizing ; one has just been organized. Considerable interest has been manifested in the progress of education in this county during the past year. A general failure of the agricultural interests of the county has deprived many of the districts of the means necessary to erect new school houses and sustain a school more than one term. The wages paid are, all things considered, liberal. The schools taught have been well attended. The average attendance, last year, per school, was twelve ; this year it has been eighteen and two-thirds. Wilson's readers are generally used in the schools of this county. I believe they lack much of coming up to the standard of efficiency necessary in common schools. Much care has been taken to grant certificates to teachers who are qualified to teach common branches, and not to such as are adepts in classic lore, but who have neglected elementary training.

A. P. COLLINS,
Superintendent.

WABAUNSEE.

My report is as full as can be made from the material furnished by the district clerks. There has been quite a change in the districts, caused by new settlements being formed, so that it became necessary to form new districts to make it convenient for schools. And about one-half the districts formed this year have succeeded in maintaining three months' school, while some of the older districts have maintained six, seven, eight and nine months' school; yet some have reported "No school," so as not to tax themselves for their own benefit, and that of their children. This is bad economy. I hope this is the last year any district clerk will not report a school in this county.

One of the select schools was taught by a German, who did not sufficiently understand our language to give proper instruction in English, hence I can only say that in the good conduct of the pupils I was well pleased; but, not understanding the German language, I could form no opinion of the progress they were making in some of their studies, only from the number of pages they had passed over in their books, at the time I visited the school.

This county will not be settled soon, so as to form school districts convenient to all. Quite a number of streams have their source in it, especially in the south half of the county. The settlements are divided by the ridges and highlands, so far from each other that the distance from schools will be a difficulty for some time.

There is only one school house in this county that possesses taste and beauty, architecture left out. This is its history and description: Upon a certain day,

each man in the district furnished two logs, ten feet long, on the site agreed upon. The building is six feet square and six feet high; roof coming to a common center, with opening to let stove pipe out at top; one door, two windows, stone floor at first, but now one of plank. Withal, it possesses the peculiar property of causing the stranger to smile. There are about six comfortable houses in this county.

I. HARRIS,
Superintendent.

WASHINGTON.

The reports from the several districts having school the past year, are nearly complete, although the article specifying the amount of expenses for repairs, and also that specifying the amount of district tax raised, have been omitted in nearly every report, so that there is no means of getting at the true amounts. The twenty-five districts include five joint districts—three with Clay, one with Riley, and one with Marshall. The number of districts from which reports have been received, also includes one in Republic county, which county has since been organized independent of this. There were reported from that district, thirty children, thirteen being male and seventeen female.

Several of the districts are making preparations for building better school houses the coming season—some of stone, some of frame. Some of the new districts, that have not yet built, will build of logs. Some of the districts that have not yet had school, have houses erected, and will probably have school during the coming year.

The statement of land unsold includes that portion of two sections occupied by the Otoe Indian Reservation. The exact amount, I have been unable to ascertain.

JOSEPH PASKO,
Superintendent.

WYANDOTTE.

Since my last report, we have made progress. However, my ideal has not been altogether realized; yet, I am exceedingly gratified with the results of the present school year. A uniformity of text-books has been secured in the county, with the most flattering results. Six good school houses have been erected, and supplied with good furniture. Seven new districts have been organized. Last year two thousand one hundred and twenty children of school age were reported, and this year three thousand and thirty-eight. Two years ago the value of school houses in the county was two thousand nine hundred dollars; this year it is thirty-four thousand nine hundred dollars. These facts show the feeling of the people in this direction as forcibly as can be expressed. With the exception of two districts, where some of the officers and citizens "don't believe in free schools," the thanks of the parents and children are due to the district officers, who have cordially co-operated with me, and have given every encouragement in their power to cultivate the great field of universal education. If all will labor with the superintendent, as many have done, I hope that in two years you will be constrained to acknowledge Wyandotte the banner county in this State.

Many of the district officers have given much valuable time without remuneration, knowing, as they doubtless do, "that it is the royal privilege of true men to weary both muscle and brain in efforts to increase the happiness and promote the well-being of others." I find that we have parents among us who, either from indifference or disinclination, fail to secure to their children the advantages of the school room.

A number of the districts have voted a very liberal tax, while some of the property holders do not choose, and are not compelled, to pay their taxes.

Of the three railroads in the county, not one has paid a cent of tax, and one of these roads has been in operation more than four years—the first in the State.

Is there not some power possessing jurisdiction, which can do something for us? The companies enjoy the benefits of an enlightened community; why not do their part to support it? The 16th and 36th sections in this county are worth eighty-eight thousand dollars, for which the Government of the United States has promised to give the State an equivalent. Shall we get this before our Representative and Senators have filled their pockets with money, and given the most valuable lands to *railroad monopolies*—until nothing shall be left but the heart of the great American desert, unless we pay them a bonus of twenty-five per cent. for working for the State?

The Wyandotte Academy, Rev. A. Beatty, principal, with an average attendance of twenty pupils; the Wyandotte Graded School, O. C. Palmer, principal, with an average of one hundred and ninety-nine; the Catholic School, with an average of fifty; and the Freedman's University, at Quindaro, with an average of one hundred and ninety, are all faithfully performing their part of the great work, and are laying their

foundations broad and deep, which adds to the development and rearing up of young men and women to fill places of trust in the State, and many desirable social positions in life.

I have visited the State Blind Asylum, H. H. Sawyer, Superintendent, and found it in excellent working order. The pupils were cheerful and happy.

E. F. HEISLER,
Superintendent.

WOODSON.

The past year has shown some improvement in regard to school matters in this county. And the future promises well, as there seems to be a desire among the people to advance educational interests, by doing what they can, although that is but little, in many cases. We are building a school house here at the Falls, 26x40 feet, and it is nearly finished. It will be, when ready for occupancy, one of the best houses for the purpose in the Neosho valley, and quite ornamental to the place.

I think the school law should be amended in several particulars :

First. So as to give each district clerk two dollars per day for each day necessarily employed in the discharge of his office duties, to be paid out of the contingent fund.

Second. That the duties of teachers be more clearly defined, as to the number of days they should teach for one month, and the number of hours per day.

Third. Give the county board full power to change district lines, form new districts, and attend to all bus-

iness of that kind which now devolves upon the county superintendent. For, let a superintendent be ever so careful and conscientious in the discharge of that part of his official duties, he is apt to hurt the feelings of some one every time he makes a change in the district lines. And it seems to me that it is apt to impair his efficiency when attending to the duties of his office which are more strictly educational.

J. S. WILLIAMS,
Superintendent.

SUPERINTENDENTS' CONVENTION.

*ANNUAL CONVENTION of County Superintendents, held at Emporia,
Kansas, July 1st and 2d, 1868.*

EMPORIA, July 1, 1868.

The State convention of county superintendents of public instruction, and of principals of high schools, met at the Normal School building, at Emporia, on July 1st, 1868, at 7 1-2 o'clock A. M. Fifteen counties were represented.

R. K. McCartney, of Jefferson county, was elected president, and P. Fales, of Franklin, secretary.

It was reported that the minutes of the preceding meeting were lost; whereupon it was ordered that the secretary procure a book of record for the use of the association.

A general discussion followed on the question, "Shall we press upon the attention of the Legislature, next winter, what is known as the 'New school law,' which was before it last winter?"

H. D. McCarty, of Leavenworth, introduced the following:

WHEREAS, The new school law, before the Legislature of last winter, and known as the "Township System," is the true theory of educational organization;

and whereas, the same, when properly understood and administered, will save to the State thousands of dollars, improperly expended under the present system, in building school houses in unfavorable localities; therefore,

Resolved, That we will use renewed energy in pressing this system upon the people and upon the Legislature, until it shall become the law of the State.

This, on motion, was laid over until to-morrow morning.

On motion, a committee of three, consisting of Messrs. Allis, Banister and Young, was appointed to prepare business for the convention.

EMPORIA, July 2, 1868.

The convention met at 7 1-2 o'clock. President in the chair. Minutes of the last meeting read and approved.

Resolution of Mr. McCarty called up, discussed and adopted.

The Committee on Business made the following report:

Failing in the passage of the new school law, it is recommended that the school law now in force be so amended—

1. That the appeal of school district from the action of the county superintendent, be to the probate judge, instead of to the county commissioners.

2. That the taxation for building school houses be equalized, by being made more general throughout the county, to prevent the efforts of parties to escape their share of the burden by being set from one district into another.

3. That the territory immediately outside of cities of

the second class, be attached to said cities for school purposes, whenever, in the judgment of the parties concerned, the interests of education may seem to require it.

4. That section 36 of school law be so amended that district treasurers shall be required to give proof to the county treasurer that they have duly "qualified," before they can draw any portion of the school money.

5. That the pay of superintendents be increased.

6. That the clerks of school districts be allowed, out of the district school funds, two dollars for each day of actual service in the interests of the district.

The recommendations reported by the committee were discussed at some length, and the report was adopted.

Resolved, That the county superintendents meet at Topeka, subject to the call of the State Superintendent, before the assembling of the Legislature.

Adjourned, subject to call.

PHILETUS FALES.
Secretary.

TABLES.

TABLE "A,"

Showing number of districts in each county, number of district clerks' reports, and whole number of white and colored children between five and twenty-one years.

COUNTIES.	Whole No. School Dists. in County.	No. of Reports from Dist. Clerks.	WHOLE NO. OF WHITE CHILDREN BETWEEN 5 AND 21 YEARS OF AGE.			WHOLE NO. COL- ORED CHILDREN BET'N 5 AND 21 YEARS OF AGE.			Total White and Colored Children.
			Males.	Fem's.	Total.	Males.	Fem's.	Total.	
Allen	26	25	737	635	1372	10	4	14	1386
Anderson	31	31	701	671	1372	25	26	51	1423
Atchison	46	46	2213	1824	4037	325	254	579	4616
Bourbon	57	50	1572	1501	3073	20	21	41	3114
Brown	40	40	791	715	1506	21	16	37	1543
Butler	12	12	203	177	380	3	2	5	385
Chase	19	18	283	225	508	2	.....	2	510
Clay .....	...	...	.....	.....	.....	.....	.....	.....	.....
Crawford .....	...	...	.....	.....	.....	.....	.....	.....	.....
Cherokee	47	46	1321	1200	2521	1	.....	1	2522
Cloud	5	5	112	91	203	1	.....	1	204
Coffey	36	36	811	735	1546	22	21	43	1589
Davis	15	14	526	448	974	14	8	22	996
Dickinson	13	10	214	157	371	1	.....	1	372
Doniphan	69	54	2588	1947	4535	131	125	256	4791
Douglas	66	58	2439	2280	4719	283	311	594	5313
Ellis .....	...	...	.....	.....	.....	.....	.....	.....	.....
Ellsworth	3	2	51	47	98	.....	.....	.....	98
Franklin	52	46	1339	1148	2487	48	63	111	2598
Greenwood	23	17	534	294	828	.....	.....	.....	828
Jackson	38	38	842	733	1575	9	4	13	1588
Jefferson	62	58	1935	1725	3660	73	85	158	3818
Johnson	63	53	2071	1832	3903	57	54	111	4014
Labette	16	15	405	363	768	4	2	6	774
Leavenworth	52	51	3943	3664	7607	641	657	1298	8905
Linn	72	68	1704	1474	3178	121	127	248	3426
Lyon	46	44	945	819	1764	4	2	6	1770
Marion	4	3	78	60	138	.....	.....	.....	138
Marshall	39	35	642	660	1302	1	.....	1	1303
Miami	55	53	1642	1449	3091	57	68	125	3216
Morris	14	14	331	179	510	128	119	247	757
Nemaha	47	44	762	753	1515	4	6	10	1525
Neosho	86	34	926	824	1750	6	2	8	1758
Osage	24	24	425	360	785	8	5	13	798
Ottawa	10	4	75	56	131	.....	.....	.....	131
Pottawatomie	44	41	662	593	1255	.....	.....	.....	1255
Riley	30	23	489	438	927	9	7	16	943
Shawnee	50	34	1160	1137	2297	88	88	176	2473
Saline	15	12	240	251	491	.....	.....	.....	491
Wabaunsee	26	26	308	304	612	22	15	37	649
Washington	25	14	207	181	388	.....	.....	.....	388
Wilson .....	...	...	.....	.....	.....	.....	.....	.....	.....
Woodson	21	21	348	352	700	4	.....	4	704
Wyandotte	23	23	1133	1150	2283	395	360	755	3038
TOTAL	1,372	1,232	37,708	33,452	71,160	2,538	2,452	4,990	76,150

TABLE "B,"

Showing the whole number of white and colored children enrolled, average daily attendance and average length of school term.

COUNTIES.	NUMBER OF WHITE CHILDREN ENROL'D IN THE SCHOOLS DURING THE YEAR.			NUMBER COL'R'D CHILDREN ENROLLED IN THE SCHOOLS DURING THE YEAR.			Average daily attendance of white children.	Average daily attendance of colored children.	Average time the schools have been taught for white children	Average time the schools have been taught for col'd children.
	Males.	Females	Total.	Males.	Fem'ls	Total.				
Allen	518	463	981	5	2	7	532	5	5	...
Anderson	573	587	1160	17	12	29	689	13	4.3	3
Atchison	1433	1162	2595	118	114	232	1327	85	6	7.8
Bourbon	955	901	1856	11	12	23	41	...	5.5	...
Brown	613	581	1194	16	12	28	717	20	6.5	6.5
Butler	73	70	143	...	...	...	68	...	3.5	...
Chase	156	151	307	...	...	...	222	...	4	...
Clay	...	...	...	...	...	...	...	...	...	...
Crawford	...	...	...	...	...	...	...	...	...	...
Cherokee	350	283	633	...	...	...	284	...	4.8	...
Cloud	51	39	90	...	...	...	48	...	...	...
Coffey	584	580	1164	3	6	9	25	...	4.7	...
Davis	234	204	438	10	6	16	312	15	3.7	3
Dickinson	138	99	237	1	...	1	...	...	...	...
Doniphan	1391	1290	2681	93	90	183	1552	178	4.8	3
Douglas	1856	1803	3659	45	34	79	2410	...	5.8	...
Ellis	...	...	...	...	...	...	...	...	...	...
Ellsworth	25	33	58	...	...	...	44	...	1.5	...
Franklin	829	746	1575	16	24	40	889	19	4.4	4.1
Greenwood	207	166	373	...	...	...	296	...	4.5	...
Jackson	646	608	1254	6	3	9	765	...	5.2	5.2
Jefferson	1179	1049	2228	56	47	103	1375	68	5.6	6
Johnson	1158	1027	2185	14	18	32	1085	32	6.4	7
Labette	226	210	436	4	2	6	234	...	1.5	...
Leavenworth	1708	1532	3240	169	160	329	2249	239	5.3	...
Linn	1228	1071	2299	70	63	133	1374	85	4.7	4.6
Lyon	649	604	1253	1	...	1	811	...	4.3	...
Marion	47	25	72	...	...	...	...	...	3	...
Marshall	446	439	885	1	...	1	482	...	5.2	...
Miami	1105	1044	2149	51	64	115	1140	45	5	5
Morris	124	124	248	3	2	5	160	4	4.3	3
Nemaha	603	557	1160	4	6	10	565	3	5	5
Neosho	357	344	701	...	1	1	335	1	3	...
Osage	211	63	274	4	3	7	300	3	4.5	4.5
Ottawa	65	50	115	...	...	...	15	...	4	...
Pottawatomie	459	398	857	...	...	...	498	...	4.3	...
Riley	317	268	585	...	...	...	322	...	4.5	...
Saline	140	124	264	...	...	...	168	...	4.2	...
Shawnee	871	790	1661	70	59	129	904	60	4.5	4.5
Wabaunsee	186	250	436	9	4	13	130	...	3.8	...
Washington	172	128	300	...	...	...	196	...	4	...
Wilson	...	...	...	...	...	...	...	...	...	...
Woodson	219	196	415	...	...	...	226	...	3.5	...
Wyandotte	537	502	1039	203	191	394	653	200	4	5
Total	22,639	20,561	43,200	1,000	940	1,940	26,142	1096	...	...

TABLE "C,"

Showing the number of teachers employed, average salary, total paid for teachers' wages, amount expended for incidentals, amount received from State fund, from fines and estrays, and amount raised by tax.

COUNTIES	No. of Teach. Empld		Av'ge Salary of Teachers per Month.		Total paid for Teachers' Wages.	Total Expenses for Repairs, Fuel, and other incidentals.	Am't from State School Fund and State School Tax.	Am't from fines, estrays, exemptions from military duty, &c., from Co. Treasurer.	Amount raised by District Taxes for School Purposes.
	Males.	Females.	Males.	Females.					
Allen	17	13	\$35.00	\$25.00	\$ 4,615.70	\$1,146.15	\$ 495.07	\$ 314.38	\$ 6,442.36
Anderson...	13	30	41.50	24.80	4,894.00	419.00	1,105.55	307.78	14,543.16
Atchison...	40	33	46.20	37.40	15,494.00	2,782.21	3,401.42	924.75	26,241.08
Bourbon....	31	25	51.50	37.50	6,350.00	2,000.00	3,098.09	.....	14,025.28
Brown	29	26	40.25	27.00	8,030.00	1,709.00	1,255.80	831.63	12,133.62
Butler.....	1	5	35.00	26.60	500.00	25.00	208.26	36.55	869.37
Chase	6	9	35.50	26.30	1,276.00	204.15	441.44	112.10	3,779.51
Clay .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Crawford...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cherokee ..	7	20	30.00	20.00	1,900.00	.....	275.01	112.85	.....
Cloud	1	4	20.00	15.00	315.00	4.00	82.77	.....	.....
Coffey	21	24	42.50	32.00	6,818.50	870.00	1,274.94	219.73	6,551.06
Davis	9	7	26.47	25.26	1,416.00	296.30	689.75	.....	3,334.27
Dickinson..	4	3	35.00	33.00	1,182.00	487.25	238.00	.....	2,176.83
Doniphan...	50	33	39.50	28.90	11,240.00	1,580.00	2,968.60	1,641.12	12,720.00
Douglas....	28	58	47.08	40.44	15,457.00	3,296.00	5,602.00	5.00	20,299.00
Ellis .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ellsworth...	1	1	75.00	20.00	\$95 per mo	30.00	.....	50.00	.....
Franklin...	22	44	40.89	26.55	7,686.95	1,902.00	1,768.43	165.15	15,122.89
Greenwood	12	7	.....	.....	1,447.84	190.00	400.00	256.95	922.71
Jackson ...	29	30	31.00	20.00	6,725.00	776.55	1,290.50	337.81	8,640.85
Jefferson ..	48	33	38.00	32.00	12,835.50	3,652.60	2,991.29	720.17	16,153.76
Johnson....	73	46	32.66	23.66	8,189.75	1,343.42	.....	.....	15,150.00
Labette	4	4	44.53	23.33	543.00	133.00	303.49	.....	62.95
Leavenw'th	33	54	47.50	35.50	27,434.00	7,186.00	7,302.45	1,255.89	41,028.32
Linn	34	59	35.53	25.22	9,932.00	3,073.70	2,550.74	361.75	7,299.40
Lyon	38	17	40.00	34.60	7,225.00	1,926.83	968.97	367.49	7,594.34
Marion	1	2	30.00	15.00	.....	.....	64.08	27.00	571.72
Marshall ...	13	20	38.66	27.50	3,318.90	438.68	871.68	367.10	11,754.13
Miami	27	42	45.00	26.75	9,046.00	1,357.00	2,501.75	259.45	22,631.62
Morris	9	8	69.75	31.66	2,660.00	361.25	365.75	.....	3,506.54
Nemaha ...	30	35	35.54	29.92	8,236.44	2,203.25	1,139.20	382.91	15,325.37
Neosho	12	16	25.95	21.19	1,418.00	195.10	1,005.70	125.19	273.50
Osage	11	15	39.00	32.00	2,317.15	1,051.49	658.60	109.63	6,974.59
Ottawa	2	4	35.00	18.00	231.00	69.00	132.61	39.00	295.00
Pottawot'ie	18	20	40.00	20.00	4,337.00	120.00	887.64	247.28	2,211.00
Riley	8	16	41.25	35.40	3,615.00	.....	651.48	101.35	7,535.00
Saline	2	8	80.00	35.50	1,775.00	112.12	365.79	283.55	2,812.92
Shawnee...	19	31	42.00	32.00	80.54	1,624.16	1,762.20	176.28	21,812.55
Wabaunsee	14	13	35.45	25.35	3,215.25	690.66	452.12	362.34	4,231.00
Washingt'n	6	11	27.36	15.00	1,016.00	.....	159.75	.....	.....
Wilson .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodson...	9	11	32.50	24.00	2,115.00	350.00	509.08	188.00	2,628.00
Wyandotte.	14	18	53.30	36.16	4,695.00	1,714.00	2,002.58	114.80	4,768.00
Total.....	746	855	.....	.....	\$203,875.54	\$45,319.87	\$46,702.58	\$30,804.98	\$342,421.70

TABLE "D,"

Showing the number of school houses, their material, total value of school houses, and total value of school apparatus.

COUNTIES.	NUMBER OF SCHOOL HOUSES.					TOTAL VALUE OF SCHOOL HOUSES.	TOTAL VALUE OF SCHOOL APPARATUS.
	Log.	Frame.	Brick	Stone.	Total.		
Allen.....	7	11	..	4	22	\$20,800.00	\$195.00
Anderson.....	7	14	..	7	28	16,275.00	103.00
Atchison.....	4	29	2	9	44	72,366.00	863.10
Bourbon.....	11	31	..	3	45	25,000.00	.....
Brown.....	4	22	..	4	30	22,381.00	714.00
Butler.....	3	..	..	..	3	175.00	.....
Chase.....	7	..	..	4	11	8,275.00	27.00
Clay.....	..	..	..	..	..	.....	.....
Crawford.....	..	..	..	..	..	.....	.....
Cherokee.....	6	7	..	..	13	3,500.00	.....
Cloud.....	3	..	..	..	3	135.00	.....
Coffey.....	5	19	..	5	29	18,217.00	200.00
Davis.....	6	1	..	3	10	14,310.00	620.00
Dickinson.....	3	2	..	1	6	6,600.00	.....
Douglas.....	3	20	5	24	52	71,795.00	.....
Doniphan.....	7	45	2	..	54	21,137.00	693.00
Ellis.....	..	..	..	..	..	.....	.....
Ellsworth.....	..	1	..	..	1	500.00	.....
Franklin.....	10	18	1	11	40	17,105.00	170.00
Greenwood.....	6	1	..	1	8	1,800.00	17.00
Jackson.....	14	15	1	5	35	25,898.00	328.00
Jefferson.....	12	37	3	3	55	43,625.00	330.00
Johnson.....	10	15	1	20	46	21,881.75	250.00
Labette.....	1	1	..	..	2	550.00	.....
Leavenworth.....	5	26	5	2	38	114,700.00	2,913.00
Linn.....	25	24	..	3	52	18,389.00	451.00
Lyon.....	6	14	..	13	33	26,900.00	290.00
Marion.....	2	..	..	1	3	3,000.00	.....
Marshall.....	6	10	..	2	18	16,600.00	200.00
Miami.....	13	16	1	11	41	32,875.00	233.00
Morris.....	2	6	1	..	9	17,579.00	.....
Nemaha.....	13	19	1	5	38	35,454.00	247.55
Neosho.....	8	3	..	..	11	1,100.00	.....
Osage.....	4	3	..	12	19	17,945.00	225.00
Ottawa.....	4	1	..	..	5	400.00	.....
Pottawatomie.....	11	13	..	9	33	17,780.00	338.00
Riley.....	4	4	..	9	17	12,880.00	400.00
Saline.....	4	6	..	..	10	8,425.00	36.00
Shawnee.....	4	18	3	6	31	32,350.00	1,000.00
Wabaunsee.....	10	4	..	2	16	5,965.00	286.00
Washington.....	9	..	..	1	10	1,475.00	6.00
Wilson.....	..	..	..	..	..	.....	.....
Woodson.....	9	7	..	..	16	2,820.00	50.00
Wyandotte.....	3	9	2	2	16	34,100.00	100.00
Total.....	271	472	28	182	953	\$813,062.75	\$11,301.65

TABLE "E,"

Showing the disbursement of semi-annual dividend, for March and July, 1868.

COUNTY.	No. of Children Reported.	MARCH DIVIDEND.		JULY DIVIDEND.		Total Apportionment.
		Amt. per pupil.	Amount Apportionm't	Amt. per pupil.	Amount Apportionm't	
Allen	1,163	\$.71	\$825.73	\$.18	\$209.34	\$1,035.07
Anderson	1,240	71	880.40	18	223.20	1,103.60
Atchison	3,878	71	2,753.38	18	698.04	3,451.42
Bourbon	3,481	71	2,471.51	18	626.58	3,098.09
Brown	1,411	71	1,001.81	18	253.98	1,255.79
Butler	234	71	166.14	18	42.12	208.26
Chase	496	71	352.16	18	89.28	441.44
Clay	136	71	96.56	18	24.48	121.04
Cherokee	309	71	219.39	18	65.62	285.01
Cloud	93	71	66.03	18	16.74	82.77
Coffey	1,436	71	1,019.56	18	258.48	1,278.04
Davis	775	71	550.25	18	139.50	689.75
Dickinson	272	71	193.12	18	48.96	242.08
Doniphan	3,340	71	2,371.40	18	601.20	2,972.60
Douglas	5,129	71	3,641.59	18	923.22	4,564.81
Franklin	1,987	71	1,410.77	18	357.56	1,768.33
Greenwood	450	71	319.50	18	81.00	400.50
Jackson	1,450	71	1,029.50	18	261.00	1,290.50
Jefferson	3,361	71	2,386.31	18	604.98	2,991.29
Johnson	3,413	71	2,423.23	18	614.34	3,037.57
Labette	341	71	242.11	18	61.38	303.49
Leavenworth	8,205	71	5,825.55	18	1,476.90	7,302.45
Linn	2,866	71	2,034.86	18	515.88	2,550.74
Lyon	1,626	71	1,154.46	18	292.68	1,447.14
Marion	72	71	51.12	18	12.96	64.08
Marshall	1,002	71	711.42	18	180.36	891.78
Miami	2,811	71	1,995.81	18	505.98	2,501.79
Morris	411	71	291.81	18	73.98	365.79
Nemaha	1,280	71	908.80	18	230.40	1,139.20
Neosho	1,130	71	802.30	18	203.40	1,005.70
Osage	740	71	525.40	18	133.20	658.60
Ottawa	149	71	105.79	18	26.82	132.61
Pottawatomie	998	71	708.58	18	179.64	888.22
Riley	732	71	519.72	18	131.76	651.48
Saline	411	71	291.81	18	73.98	365.79
Shawnee	1,980	71	1,405.80	18	356.40	1,762.20
Wabaunsee	508	71	360.68	18	91.44	452.12
Washington	175	71	124.25	18	31.50	155.75
Wilson	725	71	514.75	18	130.50	645.25
Woodson	572	71	406.12	18	102.96	509.08
Wyandotte	2,122	71	1,506.62	18	381.96	1,888.58
Total	62,910	.....	\$44,666.10	.....	\$11,323.80	\$55,989.90

TABLE "F,"

Showing, in detail, the investment of permanent school fund, previous to November 30, 1868.

Date of Investment.	Kind of Security.	No. Bond.	When Mature.	Rate per cent.	Amount of face of Bonds.	Am't paid for Bond.
Feb. 1, 1866..	Note, on real estate security.....	.....	Jan. 1, 1868.	7	\$ 371.56	\$ 371.56
Feb. 3, 1866..	U. S. 7.30 bond.....	11274	July 15, 1868	7.30	1,000.00	1,001.00
Feb. 6, 1866..	State militia bonds...	95-100	July 1, 1884.	7	6,000.00	5,400.00
Feb. 8, 1866..	State militia bonds...	90	July 1, 1884.	7	1,000.00	900.00
Feb. 12, 1866..	State militia bonds...	91	July 1, 1884.	7	1,000.00	825.00
June 8, 1866..	State militia bonds...	1-5	July 1, 1884.	7	5,000.00	4,550.00
July 22, 1866..	State militia bonds...	6-15	July 1, 1884.	7	10,000.00	9,100.00
July 23, 1866..	St'e b'nds ref. Ter. tax	1-45	July 6, 1884.	6	4,500.00	3,600.00
July 23, 1866..	St'e b'nds ref. Ter. tax	1-2	July 6, 1884.	6	50.00	40.00
Sept. 8, 1866..	State militia bonds...	16	July 6, 1884.	7	1,000.00	910.00
Nov. 30, 1866..	St'e b'nd ref. Ter. d't	301	July 6, 1883.	6	100.00	80.00
Jan. 25, 1867..	State bond, militia...	93	July 6, 1884.	7	1,000.00	900.00
March 15, 1867	State b'nds, pub. imp.	1-6	July 6, 1887.	7	3,000.00	2,652.75
April 8, 1867..	State bonds, militia..	17-40	July 6, 1884.	7	24,000.00	21,600.00
May 9, 1867..	State bonds, capitol..	71-80	July 6, 1897.	7	10,000.00	8,983.84
July 19, 1867..	State bonds, capitol..	81-100	July 6, 1897.	7	20,000.00	18,200.00
July 19, 1867..	State b'nds, pub. imp.	7-9	July 6, 1887.	7	1,500.00	1,350.00
July 19, 1867..	St'e b'nds, ref. Ter. tax	11, 12, 13	July 6, 1884.	6	3,000.00	2,400.00
July 19, 1867..	St'e b'nds, ref. Ter. tax	111-116	July 6, 1884.	6	600.00	480.00
July 19, 1867..	St'e b'nd, ref. Ter. tax	26	July 6, 1884.	6	25.00	20.00
July 30, 1867..	St'e bonds, pub. imp.	10-14	July 6, 1887.	7	2,500.00	2,250.00
Aug. 3, 1867..	St'e b'nd, ref. Ter. tax	307	July 6, 1884.	6	100.00	80.00
Aug. 17, 1867..	St'e b'nd, ref. Ter. tax	11	July 6, 1884.	6	500.00	400.00
Aug. 17, 1867..	State bond, pub. imp.	15	July 6, 1887.	7	500.00	450.00
Feb. 4, 1868..	State b'nds, pub. imp.	16-31	July 6, 1887.	7	8,000.00	7,200.00
Feb. 7, 1868..	St'e b'nds, ref. Ter. d't	65-67	July 6, 1883.	6	1,500.00	1,200.00
Feb. 7, 1868..	St'e b'nds, ref. Ter. d't	299, 300	July 6, 1883.	6	200.00	160.00
Feb. 7, 1868..	St'e b'nds, ref. Ter. tax	139-149	July 6, 1884.	6	1,100.00	880.00
Feb. 7, 1868..	St'e b'nds, ref. Ter. tax	20, 21	July 6, 1884.	6	2,000.00	1,600.00
Feb. 7, 1868..	State bonds, ref. Ter. tax	104, 106, 108.....	July 6, 1884.	6	300.00	240.00
Feb. 7, 1868..	St'e b'nds, ref. Ter. tax	39-41	July 6, 1884.	6	75.00	60.00
March 27, 1868	State bonds, ref. Ter. tax	46, 48-54, 56-7.....	July 6, 1884.	6	1,000.00	800.00
April 2, 1868..	St'e bonds, to provide for first Legislature	359, 360	July 6, 1876.	7	200.00	180.00
May 27, 1868..	State bonds, capitol..	101-129	July 6, 1898.	7	29,000.00	26,515.00
May 27, 1868..	State bonds, capitol..	130-136	July 6, 1898.	7	7,000.00	6,469.00
July 15, 1868..	State bonds, funded Ter. debt.....	272-4, 279 280-87....	July 6, 1883.	6	1,200.00	960.00
July 20, 1868..	State bonds, capitol..	137-150	July 6, 1898.	7	14,000.00	13,020.00
Sept. 20, 1868..	U. S. 5-20's.....	.....	July —, 1887	6	25,000.00	27,239.50
Nov. 30, 1868..	One State bond, fund. Ter. debt.....	301	July 6, 1883.	6	100.00	80.00
					\$187,421.56	\$173,158.45

TABLE "G,"

Showing total amount of sales of school lands reported previous to November 1, 1868, amount paid on principal, amount yet due on principal, and amount of county superintendents' orders allowed.

COUNTIES.	Amount of Sales.	Amt. Paid on Principal.	Amt. Due on Principal.	Co. Supt's Orders Allowed.
Allen.....	\$12,558.00	\$5,249.70	\$7,308.30	115.69
Anderson.....	6,999.25	2,401.25	4,598.00	299.85
Atchison.....	33,343.35	15,179.27	18,164.08	738.78
Bourbon.....	20,664.25	9,419.82	11,244.43	433.20
Brown.....	37,560.00	11,330.50	26,229.50	631.75
Butler.....	2,540.00	418.00	2,122.00	49.45
Chase.....	1,096.80	1,096.80	.....	8.00
Clay.....	3,700.00	565.60	3,134.40	57.85
Cloud.....	.....	.....	.....	.....
Coffey.....	9,562.95	2,251.57	7,311.38	135.94
Davis.....	8,171.00	2,330.85	5,840.15	179.60
Dickinson.....	14,430.00	5,888.00	8,542.00	201.31
Doniphan.....	32,890.96	12,037.98	20,852.98	232.79
Douglas.....	17,760.00	4,458.39	13,301.61	282.52
Ellsworth.....	.....	.....	.....	.....
Franklin.....	13,079.40	4,966.65	8,112.75	313.17
Greenwood.....	5,260.00	996.00	4,264.00	54.50
Jackson.....	8,070.00	2,720.14	5,349.86	73.51
Johnson.....	54,719.00	24,122.42	30,596.58	42.00
Linn.....	31,120.54	10,221.48	20,899.06	773.02
Lyon.....	22,428.96	4,893.02	17,535.94	352.95
Marion.....	3,940.00	600.00	3,340.00	35.18
Marshall.....	24,357.00	9,069.35	15,287.65	1,136.79
Miami.....	22,185.49	5,414.46	16,771.03	204.80
Morris.....	5,062.00	1,296.77	3,765.23	53.30
Nemaha.....	14,810.00	5,279.15	9,530.85	574.66
Neosho.....	.....	.....	.....	.....
Osage.....	2,284.50	612.45	1,672.05	55.05
Ottawa.....	3,006.00	1,507.00	1,499.00	.....
Pottawatomie.....	16,371.15	7,108.17	9,262.98	133.69
Riley.....	12,971.50	2,851.58	10,119.92	176.10
Saline.....	29,617.00	7,257.20	22,359.80	370.64
Shawnee.....	7,440.00	993.90	6,446.10	50.40
Wabaunsee.....	11,349.05	3,467.00	7,882.05	241.73
Washington.....	8,461.50	3,315.95	5,145.55	499.05
Wilson.....	.....	.....	.....	.....
Woodson.....	4,516.00	1,613.00	2,903.00	48.30
Total.....	\$502,325.65	\$170,933.42	\$331,392.23	\$8,555.57

COUNTY SUPERINTENDENTS.

COUNTY.	Superintendent's Name.	Post Office.
Allen.....	M. A. Simpson.....	Carlyle.
Anderson	Wm. A. Walker.....	Greeley.
Atchison	T. F. Cook.....	Huron.
Bourbon	J. S. Weaver	Mapleton.
Brown.....	Noah Hanson.....	Carson.
Butler	H. D. Kellogg.....	Eldorado.
Chase.....	J. S. Shipman	Middle Creek.
Clay.....	Geo. D. Seabury....	Clifton.
Crawford .....	.....	.....
Cherokee	D. R. Martin.....	Cherokee City.
Cloud	B. H. Rice	Eckerson.
Coffey.....	Wm. Crow	Avon.
Davis.....	I. Jacobus.....	Junction City.
Dickinson.....	Wm. Ramsey.....	Solomon City.
Doniphan	D. W. Brown.....	Troy.
Douglas	Wm. A. Starrett.....	Lawrence.
Ellis	O. S. Warren.....	Hays City.
Ellsworth	Lorenzo Westover..	Ellsworth.
Franklin.....	Philetus Fales.....	Ottawa.
Greenwood	Wm. E. J. Nixon...	Virgil.
Jackson	R. M. Cook.....	Banner.
Jefferson.....	T. C. Dick	Oskaloosa.
Johnson.....	C. E. Lewis.....	Olathe.
Labette	R. J. Elliot.....	Oswego.
Leavenworth	H. D. McCarty.....	Leavenworth.
Linn	Geo. W. Botkin.....	Mound City.
Lyon	A. D. Chambers.....	Hartford.
Marion	Wm. S. Moulton....	Marion Center.
Marshall	C. S. Bolton.....	Barrett.
Miami.....	I. J. Banister.....	Paola.
Morris.....	A. J. Beach.....	Council Grove.
Nemaha.....	J. S. Stamm.....	Centralia.
Neosho.....	J. L. Evans.....	Jacksonville.
Osage	P. Kirby.....	Burlingame.
Ottawa	H. H. Paxton.....	Bennington.
Pottawatomie.....	John Lowe.....	Manhattan.
Riley	E. Gale.....	Manhattan.
Saline.....	A. P. Collins	Solomon City.
Shawnee.....	D. J. Evans.....	Auburn.
Wabaunsee.....	Martin V. Allen....	Alma.
Washington	J. S. Palmer.....	Washington.
Wilson.....	Thos. B. Woodard...	Virdi.
Woodson	S. J. Williams.....	Neosho Falls.
Wyandotte	E. F. Heisler.....	Wyandotte.

SUPPLEMENTAL REPORTS

OF

STATE INSTITUTIONS.

STATE AGRICULTURAL COLLEGE.

REV. P. McVICAR, *Superintendent of Public Instruction:*

SIR: I have the honor to report that during the present year two members have been added to the faculty of instruction of the institution; Brevet Maj. Gen. Davidson, U. S. A., as Professor of Military Science and Tactics, and J. S. Hougham, A. M., as Professor of Agricultural Science.

Gen. Davidson was detailed by order of the Secretary of War and Commanding General, and as soon as his previous army engagements were closed, entered on his duties here, and has discharged them ably and faithfully, and evinced a deep interest in the development and prosperity of the institution. Thus far he has taught seventeen in military science and tactics, and nearly all the male students have enjoyed the benefit of the military drill. He will take charge of the department of civil engineering, and, leading to that, has taught, with marked success, the class in surveying and navigation. He has also taught thirteen in French, and will teach Spanish to any wishing to learn that language.

The plan of the organization of his department is as follows:

Regulations for the Government of the Department of
Military Science and Tactics, in the Agricultural
College of Kansas :

ARTICLE I.

Organization.

1. All male students of the College shall be organized into one or more companies, under the command of the Professor of Military Science and Tactics.

2. Each company shall be designated by a letter of the alphabet, and officered by a captain and lieutenant, two sergeants and three corporals.

ARTICLE II.

Appointment of Officers and Non-commissioned Officers.

1. The officers shall be selected from the Senior Class, and the non-commissioned officers from the Junior Class.

2. If it shall happen that either class, by reason of paucity of numbers, cannot furnish its quota of competent officers or non-commissioned officers, then the complement may be reduced or the number filled up by appointments from such classes as the faculty of the College and the Professor of Military Science may dictate.

3. All appointments shall be made by the faculty of the College, and each officer and non-commissioned officer shall have a warrant, showing his grade and date of appointment, and be respected accordingly, at all drills and military exercises.

4. These appointments shall be made from among those most meritorious in their military studies, exercises and deportment.

ARTICLE III.

Uniform.

1. There shall be adopted a uniform dress, to consist of a blouse, pantaloons and forage cap.

2. Coat. — The coat, or blouse, shall be double-breasted, of dark blue navy flannel, lined, or cloth, with two rows of buttons in the breast, six in a row, narrow turn-over collar, and three small buttons on each cuff.

3. Pantaloons of same material and color as the blouse, made up plain, with a narrow stripe of silver lace down the outer seams.

4. Cap to be the army pattern of forage cap, with a gilt wreath in front, inclosing the letters K. S. C. (Kansas State College), worked in silver thread.

5. Buttons of the same pattern as used for the staff corps of the army, except that the words "Kansas State College," shall be stamped around the eagle, and the buttons shall be silver.

6. The officers and non-commissioned officers shall wear, on the sleeve, such trimmings, indications of the rank, as shall be prescribed by the military professor.

7. All students of the College, except such as enter for one or two terms only, and such as may be exempted from military duty by reason of under age, or physical disability, or other sufficient cause, are expected to procure the prescribed uniform dress, and to wear it when on military drill exercise, or recitation in the military department.

8. The above uniform has been adopted as combining uniformity of effect and soldierly appearance with real utility, as the buttons and trimmings may be removed at any time, and the suit converted into a substantial business or farmer's dress.

ARTICLE IV.

Course of Study and Military Exercise.

1. The course of study embraces a period of two years, in which the studies are arranged as follows :

First Year.

First Term.—Practical and theoretical instruction in the school of the soldier and of the company.

Second Term.—Same continued.

Third Term.—Same continued, with the addition of the Army Regulations and Articles of War, the laws which govern the armies of the United States and the militia of the States, when called into service.

Second Year.

First Term.—School of the Battalion, artillery tactics.

Second Term.—Military Law and Practice of Courts Martial, System of Accountability for Public Property, Camping, Hygiene, School of the Battalion.

Third Term.—Elements of Military Art and Science, Military Engineering, with the course of second term continued.

2. The following text-books are used in this department: Upton's Infantry Tactics, 1 vol.; United States Tactics for Artillery and Cavalry, 1 vol. each; Benit's Military Law and Practice of Courts Martial, 1 vol.; Army Regulations, 1 vol.; Mahan's Field Fortification, 1 vol.; Halleck's Military Art and Science, 1 vol.; Leppett's Special Operations of War, 1 vol.

ARTICLE V.

Discipline.

1. All male students of the College, not disqualified or specially excused, will be required to attend all military drills and exercises.

2. There shall be a drill in some one of the arms of service at least twice a week, weather permitting.

3. No student will be permitted to absent himself from any recitation or drill in this department, unless excused by the Military Professor or President of the College, or some one deputed to act in the absence of either.

4. Each student will be held to a strict responsibility for the proper care of the arms and other property which may be issued to him.

5. The practical military course is compulsory, the theoretical course is elective.

MISCELLANEOUS.

1. At the close of the collegiate year, a diploma shall be given to each student who passes a satisfactory examination in the courses of study prescribed for the department.

2. The board of regents, at the close of each collegiate year, will be requested to forward to the Governor and Legislature of the State, the names of three graduates in this department, standing highest in the general merit roll in all college studies, to the end that they may be recommended for appointment direct in the regular army, if the said graduates shall so desire.

3. The military professor may adopt, from time to time, such rules of minor detail as shall be necessary to perfect the system contemplated in the foregoing articles, and enforce the code of discipline in his department.

4. Instruction in the use of the small sword and broad sword will be given to such students as desire.

Our long continued efforts to fill the chair of Agricultural Science was crowned with success in April, by the acceptance of that position by Professor John

S. Hougham, A. M., who had taught Agricultural Chemistry and kindred sciences in Franklin College, Indiana, for several years. The thorough business habits, the sound, common-sense experience, the ripe scholarship in the branches pertaining to it, that Professor Hougham brings to this department, as well as his inaugural and other public addresses since he came to the State, are clear proof, we think, that every reasonable expectation entertained of this department will be met.

THE COLLEGE FARM.

A tract of eighty acres is now inclosed with a superior stone fence, and neat, substantial gates have been erected. About one-half the inclosed land was under cultivation last year. The crops were corn, oats, potatoes, and other field and garden products usually grown in this climate.

In April, an orchard was planted, consisting of two hundred and fourteen apple trees, ranging in age from two to six years, and embracing sixty-three varieties of fruit. Also, ten cherry and four plum trees. In September, six acres were sown to wheat. Later in the season, eight varieties, received from the Commissioner of Agriculture at Washington, were sown in the different ways ordinarily adopted for putting in that crop. Also, two varieties of rye were sown in small quantities. A considerable number of garden vegetables, seeds, shrubs and flowering plants, supposed to do best with fall planting, has been put into the ground.

Of the trees set out in the fall of 1867, for shade and wind-break, many died during the summer, but the rest grew well and promise much for the future. Some of the fruit trees set out last spring also died. A very

large proportion, however, lived, and now present a handsome growth since planting. By contract with Mr. Samuel Cutter, who furnished and set out the orchard, he is to replace, without additional charge, all trees that die within two years after the first planting. By far the largest proportion of the trees is of such varieties as have proven themselves well adapted to the soil and climate of Kansas. The remainder were planted for experimental purposes.

During the year 1869, about three-fourths of the land now broken will be cultivated in an efficient manner to the staple crops, wheat, corn, rye, oats and potatoes, on such terms as to be of no expense, possibly at a small income to the institution. Such culture will be under the *general supervision* of the Professor of Agriculture. The other one-fourth should be planted and tilled under the *special direction* of Professor Hougham. And it is expected that, as far as may be practicable, this smaller portion shall afford an illustration of the better methods of culture, in the various departments of farming, gardening and horticulture.

It is believed that each student in the College should be required to plant and cultivate a small tract of ground, either for useful or ornamental purposes. Students residing in the immediate vicinity of the institution, might be allowed, if they prefer it, to bestow their attention and labor upon a part of their home garden; but those who live at an inconvenient distance, may have a small tract of ground assigned them in the experimental part of the College farm. The professor having charge of this department might give personal attention to the farming and gardening of each student. Several young gentlemen have already some wheat on this plan. Careful and reliable records should be kept of this miniature farming and garden-

ing, and all valuable results be given to the public through the press. It would be well to increase our tillage ground by breaking twenty acres more of the land now inclosed, especially since tillage must precede the successful planting of trees or seeding with tame grasses. To carry out the plans suggested, special provision will need to be made by an appropriation.

The series of agricultural institutes begun by the faculty in connection with this department, will be continued by holding one at the College, Jan. 18th to 21st, 1869.

The other members of the faculty have labored with their accustomed ability and assiduity, and all are gratified in witnessing substantial improvement in character and scholarship, on the part of most of the students. The faculty are unanimous in the opinion that the highest well-being of the institution requires that a lady professor should be added to the faculty, who, in addition to teaching, perhaps instrumental music and some other branches, could have special charge of the department of the young ladies.

On the catalogue soon to be published there will be one hundred and sixty-eight names of students—seventy-one ladies and ninety-seven gentlemen. In the College Course there are twenty-three; in the Preparatory Classical, thirty-eight, and in the Academic and Scientific, one hundred and seven. These are from twenty-one different counties of the State, and some are from other States. More have engaged in teaching this year, so that the number of teachers the institution has furnished to the State is now not less than eighty. Last winter term eighty-three students were enrolled; the spring term sixty-seven, and the present

term one hundred and twenty—the largest number ever in attendance at one time.

It may be proper here to state that the accounts of the institution are audited twice a year by the auditor of the board of regents. The amount received for contingent fees for the three terms of the year, is \$745.75, and the amount paid out for wood, making fires, sweeping, bell-ringing and other contingent expenses, is \$588.20. The balance, \$157.75, will be required to pay for wood, due soon, and for the forthcoming catalogue.

The organic act of the institution requires that its annual report be printed, and sent to the department at Washington and to all similar institutions in the country. Before the chair of agriculture was filled, the brief report published by the Superintendent of Public Instruction was deemed sufficient. But now that chair is filled, it is deemed important that, in addition to this brief report, a more full report should be published. Many candid men and men of experience are thoroughly convinced that the well-being of the State requires the formation of a State Board of Agriculture, similar to those of some of the other States. The secretary of this board might be the secretary of the present State Agricultural Society. A small amount added to his present salary might enable him to get facts and statistics from the Kansas Farmer, the State and county fairs, and all portions of the State, and unite these with the statistics and results accomplished by the professor of agriculture here, and make a report worthy of the State, and a reliable guide to those seeking information in view of investing capital and settling in the West. The results already wrought out in this State, in agriculture, horticulture, fruit-raising, grape-culture and stock-raising, if set

forth in a reliable manner, would do more than anything else toward turning the current of emigration into the State, thus increasing its population and its wealth.

The \$1,000 in State scrip, appropriated to finish the house for the agricultural professor, has been drawn and expended. The house is completed and occupied, but an additional sum will be necessary to pay for cistern, &c., &c. The additional amount of \$90 for balance for gates, and \$40 for geological cabinet case, have been drawn and paid.

I regret to record that of the amount appropriated in 1867, nearly \$1,200 are due from the individual who took the scrip and agreed to turn it into cash. About \$1,300 is also due from the same individual to the faculty, for scrip for their salaries. His promises and indirect securities do not as yet avail for any of it. The State, however, will lose nothing, as the individual authorized to draw the amount for improvements has paid it nearly all, and will pay the remainder soon; and the improvements are finished, except the blinds, the additional shelves for library, and the topping-out of the chimneys, and these soon will be.

The amount received during the year, for books sold, and lots, for a part of expense and interest on boarding house, is \$577.60; and the amount paid out for expense and interest on the above, including a note amounting to about \$66 yet due, is \$571.71. A worthy gentleman in Leavenworth has given \$300 to meet a part of the interest due on the boarding house, and others have subscribed over \$4,000 to lessen its indebtedness. It is hoped that the coming Legislature will make provision to purchase the house at its cash value, and relieve it of further embarrassment, and thus provide that good board shall be offered so low

that the masses of the State may enjoy the benefits of the endowment fund of the institution.

Hon. I. T. Goodnow, agent of the endowment lands, has sold, up to this time, \$30,000 worth of the lands. The interest on this will meet a part of the current expenses the coming year. The sale of the land will be urged forward as fast as consistent, and ere long the State will not only be relieved from appropriating for salaries of the faculty, but be repaid for the amounts appropriated.

Prof. Hougham's salary should of course be at the same rate as this year; and it is believed that the other three Professors—Mudge, Lee and Platt—should receive salaries equal to those paid to those in like positions in the other State institutions. As the General Government pays the salary of Gen. Davidson, but does not pay his rent, it is no more than right that the State should pay that.

Circumstances favor the taking of the initial steps toward opening a department of the mechanic arts. This subject the board of regents will consider and determine. A committee of the board will also determine the objects for which appropriations should be sought and the amount to be sought for.

Respectfully submitted,

J. DENISON,

President Agricultural College.

Manhattan, Dec. 18, 1868.

UNIVERSITY OF KANSAS.

Hon. P. McVicar, State Superintendent of Public Instruction:

SIR: At your suggestion, I make the following remarks, by way of supplement to the report which I sent to you some time ago.

The act providing for the organization of the University was approved March 1st, 1864. In about two and a half years after that date, the buildings were completed, and other requisites got in readiness for the reception of students. On the second Wednesday of September, 1866, the institution entered upon the performance of its educational work. It will thus be seen that the University has been in active operation as a seminary of learning only *two years and four months*. Yet in that short time, it has enjoyed a degree of prosperity that makes it compare favorably with other institutions which have been in active operation for a much longer period.

The published catalogues give *fifty-five* as the aggregate attendance for 1866, and *one hundred and five* as the aggregate attendance for 1867. During the past

year (1868), *one hundred and thirty-nine* applicants presented themselves before the faculty for admission. Of these, only *one hundred and twenty-two* were admitted, having been found, on examination, to be prepared to enter with advantage to themselves, and with credit to the institution.

A classification of the students with reference to the localities where their parents reside, gives the following results, viz.:

For the year 1866.

Number of students from Douglas county (not including Lawrence), ...	19
Number of students from other counties in the State, ...	3
Number of students from the city of Lawrence, ...	30
Number of students from other States, ...	3
Aggregate for 1866, ...	55

For the year 1867.

Number of students from Douglas county (not including Lawrence), ...	33
Number of students from other counties in the State, ...	6
Number of students from the city of Lawrence, ...	62
Number of students from other States, ...	4
Aggregate for 1867, ...	105

For the year 1868.

Number of students from Douglas county (not including Lawrence), ...	35
Number of students from other counties in the State, ...	16
Number of students from the city of Lawrence, ...	64
Number of students from other States, ...	7
Aggregate for 1868, ...	122

If the *whole* of Douglas county be considered as the *neighborhood* of the University, then it appears from the foregoing exhibits that the ratio of the number of students from a distance to the aggregate annual attendance, has risen from nearly *one-tenth* for the years 1866-7, to about *one-fifth* for the year 1868. But if the neighborhood of the University be limited to the cities of *North* and *South Lawrence*—which may be done with justice, for most of the students from Douglas county incur as great expense as those who come from other counties—then the number of students from a distance will constitute nearly *one-half* of the aggregate attendance for each of the years 1866, 1867, and 1868.

A further examination of the records of the University also shows that the area represented by its students has greatly increased, *four* counties in the State having been represented in 1866, *five* counties in 1867, and *nine* counties in 1868.

Moreover, as many as *fifteen* students, whose career has been traced since they left the University, have been engaged as teachers in common schools.

I take pleasure in laying these facts before you, because they clearly show as great a degree of prosperity and usefulness as could be expected of an institution which has been in operation only two and one-third years, and especially because they exhibit, during that short period, a steady, vigorous growth, which gives an assured promise of usefulness and prosperity in time to come.

The students in attendance during the past year are *classed* as in the following schedule, viz. :

Collegiate Department.

	Males.	Females.	Aggregate in each class.
Classical Course—			
Senior class, ...	—	—	—
Junior class, ...	—	1	1
Sophomore class, ...	—	—	—
Freshman class, ...	—	3	3
Scientific Course—			
Senior class, ...	—	—	—
Junior class, ...	—	—	—
Sophomore class, ...	—	—	—
Freshman class, ...	—	2	2

Preparatory Department.

Classical Course—			
Third class, ...	4	—	4
Second class, ...	8	10	18
First class, ...	11	14	25
Scientific Course—			
Third class, ...	3	4	7
Second class, ...	7	17	24
First class, ...	23	15	38
Totals, ...	56	66	122

The ages of the students range from fourteen to twenty-six years, the majority being between sixteen and eighteen years of age.

By law, it is provided that the University, when completely organized, shall comprise six departments. Of these only one, viz., the *Department of Science, Literature and the Arts*, has thus far been organized, and that only partially; but still on a scale commensurate with the educational wants of all the students who have hitherto attended at the University. This department embraces, at present, only two courses of instruction, viz., a *classical course*, and a *scientific*

course. It is not contemplated to make any immediate addition to the *number* of courses. In order, however, to give greater *completeness* to the existing courses, and at the same time satisfy the urgent desire of many of our best students, and make the University more attractive, as well as more useful to the public, it has been found necessary to make provision for giving thorough and extended instruction in *German, Drawing, Vocal Music, Human Anatomy and Physiology and Hygiene, and Laboratory Practice in Chemistry*—branches of great practical value, which have been hitherto either omitted or comparatively neglected, from want of a sufficient number of instructors to give them the attention which their importance deserves. The Regents propose to effect these improvements at the beginning of the next session, by employing, for a part of their time, *special* instructors of high and acknowledged attainments in their respective branches of study, at rates of compensation which, in the aggregate, will fall below the salary usually given to a single professor who is employed the whole of his time. Each being taught by an instructor perfectly familiar with his department, the several branches named will be taught with a thoroughness befitting the University, but beyond the power of any one instructor who would undertake to teach all of them.

It is the design of the University to enable the youth of the State to prosecute their studies UPWARD, *from the point to which they ought to be brought by well-graded, well-equipped, and well-officered public high schools.* The great want of such schools throughout the State still renders it necessary for the University to continue its preparatory department, to prepare students for the college classes. At present, I believe, the public high school of the city of Leavenworth is

the only one in the State, which is graded, equipped and officered so as to be able to prepare pupils thoroughly in *all* the fundamental studies requisite for admission to the Freshman class. It is to be hoped that other towns in the State will soon follow the noble example of Leavenworth, and thus enable the University to confine itself to its proper place and function in the public school system of the State.

The method of instruction pursued in the University will be best indicated by the following general rules, which have been adopted by the Regents, and cheerfully accepted by the faculty, viz.:

1. That recitations, in every language taught in the University, shall be uniformly conducted in such a manner as will enable the student to *speak* and *write*, as well as to *read*, the language, with ease and propriety.

2. That in the study of all the languages and sciences taught in the University, the exercises shall be regularly conducted, in such a manner as will serve to train the student to *habits of independent observation and research*.

3. That with a view to introducing into the University, from time to time, such improvements in the branches taught, and in the methods of instruction and discipline, as will have received the sanction of approved experience, it shall be the duty of the faculty to discuss, as frequently as they may see fit, but especially towards the close of each academic year, the observations which they may have made, the experience which they may have acquired, and the well-authenticated information which they may have received from other sources during the year, and to record the results of their deliberations in the minutes

of their proceedings, which shall be laid before the Regents at the annual meeting of the board.

To the collection of apparatus in the possession of the institution at the end of 1867, *six hundred* dollars' worth of important instruments has been added during the past year, making the aggregate value of apparatus now on hand amount to *eighteen hundred and seventy-eight dollars and seventy-one cents*. The collection now affords the means of making a wide range of experimental illustrations in Chemistry, Mechanics and General Physics.

Additions have also been made during the year to the Geological, Mineralogical and Zoological cabinets, which, although still very limited, contain valuable and useful specimens.

A portable telescope, conveniently mounted on a tripod, a standard chronometer, and an excellent five-feet astronomical transit, which is to be mounted on stone piers, have been recently procured for the department of Astronomy. With these instruments, the students will have frequent opportunities of observing the sun, moon, planets, and other objects of interest, and of becoming practically acquainted with the methods of determining *time, latitude and longitude*.

The demand which has been made by students now in attendance for increased range and thoroughness in the existing courses of instruction, and which must be met at the beginning of the next session, renders necessary a small addition to the present apparatus of instruction, as well as to the present corps of instructors. The wants of the University in these respects will be duly presented by the Regents in their annual report to the Legislature.

Brought into being, and hitherto liberally sustained, by the State, the University, with a well-grounded

confidence, still looks to the same source for the pecuniary help without which it cannot perform its educational work with credit to itself and to the State whose name it bears. The seventy-two sections of land, granted by Congress for its endowment, would be practically *thrown* away, if put into market in the present comparatively undeveloped condition of our commonwealth. A becoming regard for the reputation of the State, and a proper appreciation of the Congressional grant, as well as of the educational object for which the grant was bestowed, dictate the propriety of husbanding these lands until, having grown in value with the growth of the State, they shall, when sold, realize an endowment sufficient for the maintenance and support of a University of which our ambitious young commonwealth need not be ashamed. The condition of the University of Kansas will be accepted, by observing people at home and abroad, as the crucial test of the educational zeal, and as the measure of the educational standing, of the State of Kansas.

Yours, very respectfully,

JOHN FRASER,

Chancellor.

Lawrence, Jan. 4, 1869.

STATE NORMAL SCHOOL.

REPORT OF THE EXECUTIVE COMMITTEE.

To the Board of Directors :

GENTLEMEN : Your Executive Committee respectfully submit the following report of the State Normal School for the year 1868.

Your attention is first called to the receipts and expenditures, as shown in the financial exhibit here given.

FINANCIAL EXHIBIT.

*State Normal School in account with the State of
Kansas.*

	DR.
To amount paid for salary of Principal, .	\$1,500.00
To amount paid Associate Principal, . .	600.00
To amount paid female teacher, . . .	1,000.00
To amount paid Principal of Model School,	575.00
To amount paid H. D. Preston, classifying Normal School lands, ...	427.00
To amount paid John Hammond for extra work on building, ...	50.00
To amount paid deficiency in expenses, 1867,	290.00
To amount paid insurance, ...	75.00

STATE NORMAL SCHOOL.

159

FINANCIAL EXHIBIT—*continued*.

To amount paid diplomas, ...	110.00
To amount paid stoves, ...	75.00
To amount paid catalogue, ...	150.00
To amount paid chandelier and lamps, ...	60.00
To amount paid fuel, ...	150.00
To amount paid American Cyclopedia, ...	100.00
To amount paid dictionaries, gazetteers, maps, ...	150.00
To amount paid stationery, advertising, printing and postage, ...	87.28
To amount paid janitor's services and current expenses, ...	457.83
To amount paid books, express and freight, ...	134.40
	\$5,991.51

CONTRA.

By amount appropriated :

CR.

For salary of Principal, ...	\$1,500.00
For salary of Associate Principal, ...	600.00
For salary of female teacher, ...	1,000.00
For salary of Principal of Model School, ...	900.00
H. D. Preston, classifying school land, ...	427.00
John Hammond, extra work, ...	50.00
Deficiency in expenses of 1867, ...	290.00
For insurance, ...	75.00
For diplomas, ...	110.00
For stoves, ...	75.00
For catalogue, ...	150.00
For chandeliers and lamps, ...	60.00
For fuel, ...	150.00
For Cyclopedia, ...	100.00
For dictionaries, etc., ...	150.00
By amount received from the students, tuition fees and for books, ...	709.60
	\$6,346.60

Amount of appropriation for Principal of Model School, not drawn from the treas- ury, ...	\$325.00
Balance on hand, ...	30.09

DEBTS OF THE INSTITUTION.

Two-thirds of the salary of associate princi- pal, due H. B. Norton, ...	\$1,200.00
One-fourth of the salary of Principal, due to L. B. Kellogg, ...	500.00
Miss M. J. Watson, extra teacher, three and two-thirds months;	305.56

It will be seen, from the above statement, that the amounts appropriated by the Legislature have been drawn from the treasury for the specific purposes for which they were appropriated, with the exception of \$325 of that set apart for the Principal of the Model School. This, not being earned, still remains in the treasury. In some cases, the amounts appropriated were not quite sufficient to pay for the articles bought under our direction. These small excesses were made up from the incidental fund.

The appropriation for salaries of teachers having been insufficient for their full payment, there remain unpaid just claims against the institution, which are set forth in the above, and in our estimates of the amount of necessary expenses for the coming year. It is, in the judgment of your committee, greatly to be regretted that these arrearages have been suffered to accumulate. The injustice in Prof. Norton's case is especially noticeable. His salary is \$1,800 per year; but, partly by the failure of the Legislature to appropriate that amount, and partly by error of the chief clerk of the House in cutting down the sum actually voted, he has only been able to draw from the treasury \$600. Two-thirds of what he is justly entitled to

remains, therefore, due and unpaid. Your committee recommend, as a matter of justice, a special appropriation for the payment of these back claims.

THE NORMAL SCHOOL LANDS.

Your committee, in their last annual report, made a suggestion in regard to the Normal School lands, which, not being acted upon by the Legislature, they desire to repeat.

In section three of the act of March 3d, 1863, under which the institution was located and endowed, the language is such as does not clearly define the particular sections to which the School is entitled. It reads :

“SEC. 3. That all lands granted to the State of Kansas, and selected by said State, adjoining or as contiguous as may be to each of the salt springs belonging to said State, and granted by the fourth subdivision of the third section of an act of Congress, entitled ‘An act for the admission of Kansas into the Union,’ approved January 29th, 1861, save and except the salt springs, and the section of land upon which each of the said salt springs are located, and one additional section, are hereby set apart and reserved as a perpetual endowment, for the support and maintenance of the Normal School, established and located by this act.”

It thus appears that the act gives, as an endowment, all the lands granted to the State by Congress, except the sections upon which the salt springs are situated, and “one additional section.” Your committee would recommend that the board unite in requesting the Legislature to give that “one additional section” to the School as a further endowment, leaving to the State the sections containing the springs, thus clearly

designating the particular sections which belong to the State, as well as those which belong to the institution.

In the fourth section of the act above referred to, it is provided that the proceeds derived from the sale of the lands with which the School is endowed, shall be invested in United States, State or other reliable stocks, yielding not less than six per cent. upon their par value, and the money so invested is to constitute a perpetual fund, the principal of which is to remain forever undiminished, and the interest inviolably appropriated for the support and maintenance of the School, and to no other purpose whatever; the interest, therefore, being all that the institution can rely on for its support. This, upon a careful estimate, based upon the most satisfactory sale of the lands, will be found hardly sufficient to defray the expenses of the School, when the salaries of teachers are included. But, knowing the policy of the Board of Directors to be that which will most speedily result in establishing the institution upon a self-supporting basis, your committee have not only administered the affairs of the School in an economical way, but have been alike desirous of placing the institution upon an independent footing, relying upon its own proper means and not upon the treasury of the State. To this end your committee earnestly recommend that the board unite in requesting the Legislature to release the institution from its obligations to reimburse the State for appropriations heretofore made.

GENERAL CONDITION AND NEEDS OF THE SCHOOL.

It is truly gratifying to us to witness and be able to record the present healthful and growing condition of the institution. The record for the past year shows

an aggregate attendance of one hundred and fifty-three pupils. The order and working efficiency of the school are now, as heretofore, all that we could expect or desire. The teachers, one and all, have shown eminent fitness for the work confided to their charge. We fully believe that, in all the features which constitute a truly efficient educational institution, the State Normal School of Kansas is unsurpassed by any of its class this side the Mississippi.

The heavy and steadily-increasing work of the school has made it necessary for us to add another teacher to the present faculty. Miss M. J. Watson, of the class of 1867, has been selected for this position, and the service which she has rendered during the past term justifies the wisdom of the choice. At the close of the winter term, Miss M. R. Pitman handed in her resignation as principal of the Model School, which was accepted, and Miss Ellen Plumb, a graduate of the institution, was appointed at the opening of the fall term, to fill the vacancy.

Owing to some imperfection in the construction of the roof, there has been a large amount of leakage during the past year, and the plastering and stucco-work of the main hall have been seriously injured. We therefore recommend that the plastering be entirely removed from the upper joists, and a pine ceiling substituted. We have added this item to the estimate for the coming year.

We invite attention to the accompanying principal's report, and the report of the Board of Visitors, for further information respecting the present condition and management of the school. Your committee would especially direct attention to that part of Prof. Kellogg's report, in which the place of the Normal School in our educational system is brought under

discussion. The institution is considered in its true light as a part of the *common school system*, having for its sole object the education of teachers, and in no sense as performing the work of an academy, college, university or school of agriculture. Your committee would inquire respecting the right and expediency of providing for its maintenance, until such time as its endowment can be made available in the common school system, by special tax, or subtraction from the proceeds of the one-mill levy, or otherwise ; thus doing away with the necessity of calling upon the Legislature, at each annual session, to consider the merits and demerits of an appropriation bill to support the Normal School for one year.

Your committee would suggest, as a method preferable to the one heretofore employed in drawing money from the public treasury for the annual maintenance of the Normal School, that the whole amount appropriated by the Legislature for said school each year be drawn from the State treasury by the treasurer of the institution, or his deputy appointed by the Board of Directors, and held by him subject to the orders of the Board of Directors, who shall use their discretion respecting its proper distribution and use. ■

In making up the estimate of necessary expenditures for the year 1869, your committee regret that the action of the Legislature in regard to the salaries of the Principal and Associate Principal—occasioned by no want of appreciation of the highly meritorious services of these gentlemen in the cause of education, but rather the desire for retrenchment—compels them to ask for a larger appropriation than would otherwise be necessary. The following is submitted as a careful and economical estimate of what the school actually

stands in need of, for its successful operation the coming year:

ESTIMATE FOR 1869.

H. B. Norton, deficiency in salary as Associate Principal for 1868, ...	\$1,200.00
L. B. Kellogg, deficiency in salary as Principal for 1868, ...	500.00
Miss M. J. Watson, extra teacher, three and two-thirds months' work, ...	305.56
Salary of Principal, ...	2,000.00
Salary of Associate Principal, ...	1,800.00
Salaries of two female teachers, ...	1,900.00
Salary of Principal of Model School, ...	900.00
Fuel, ...	250.00
Painting and graining, ...	100.00
Improvement of grounds, ...	150.00
Insurance, ...	125.00
Book cases, ...	150.00
Ceiling the Assembly Hall, ...	150.00
	\$9,530.56

All of which is submitted for your consideration and approval.

C. V. ESKRIDGE,

REV. G. C. MORSE,

Executive Committee State Normal School.

PRINCIPAL'S REPORT.

Honorable Board of Directors of Kansas State Normal School:

GENTLEMEN: I have the honor to submit, for your consideration, this fourth annual report of the Normal School, for the year 1868.

STATISTICS OF THE SCHOOL.

The attendance of pupils, the counties represented, etc., are shown in the following tabular statement:

Pupils in attendance—

Graduates, ...	4
Senior class, ...	12
Middle class, ...	16
Junior class, ...	85
Preparatory class, ...	21
Model class, ...	15
Total number in school, ...	153

Of this number, there were present—

Females, ...	78
Males, ...	75
Number pledged to become teachers in the State,	113
Number of Normal students who have taught in the public schools during the year, ...	45

The different counties represented by students are: Allen, Anderson, Atchison, Brown, Chase, Coffey, Douglas, Greenwood, Jefferson, Johnson, Labette, Linn, Lyon, Miami, Morris, Osage, Riley, Saline, Shawnee—19.

In addition to this representation by counties, students have been received from States other than Kan-

sas, as follows: New York, Ohio, Illinois, Pennsylvania, West Virginia—5.

GRADUATES—SENIOR CLASS.

At the close of the spring term, June 30, four students, constituting the second graduating class, received the official diploma of the institution. A brief statement respecting each is here given.

MARY ELIZABETH ELA entered the Normal School as a delegate from Hampden, Coffey county; graduated at the age of nineteen; now teaching in the school for colored children at Grasshopper Falls.

ALICE L. NORTON, of Wheatville, Genesee county, New York, came to Kansas for the purpose of studying in the Normal School; was admitted on condition that she should teach in Kansas; graduated at the age of twenty-four; now teaching in the primary department of the public schools of Manhattan.

JOSEPHINE PATTY, of Lyon county, graduated at the age of twenty-two; teaching in the city schools of Lawrence.

JOSEPHINE SLOCUM, a delegate from Emporia, Lyon county; engaged as a teacher in school district No. —, Lyon county; graduated at the age of nineteen.

The present senior class, which will graduate in June, 1869, consists of twelve members, representing the following different localities: Allen, Anderson, Coffey, Douglas, Johnson and Lyon counties, Kansas; Whitetown, Pa.; Buchanan, West Virginia. Eight of these students are males, four females. The number who have already had experience as teachers is eight.

It will thus be seen, from the statistics given above, and the facts just recited concerning the graduating and senior classes, that the School is actively engaged in its legitimate work of educating teachers for the State at large.

MODEL SCHOOL.

It is as a school of practice and observation, a place where the pupil-teachers can not only see the Normal methods of instruction brought to the test of actual use in the school room, but where they can also test their own powers by actual teaching, that the Model School has demonstrated its utility as a necessary adjunct of the Normal School.

By referring to the practice-teaching of one class in the Model School—that which last graduated—I shall be able to show more clearly, perhaps, than in some other way, how it is that this department is of benefit to the Normal students, and at the same time give an idea of the kind and amount of special training and practice which the students receive before being sent out to labor in that field where errors are so fatal, and where success is so difficult of achievement.

Each member of the class, during the winter term, was required to spend one hour's time each day in the Model School, teaching half of the hour, and observing the teaching of some other member of the class the other half, under the direct personal supervision and criticism of the Principal of the Model School and the instructor in "Theory and Art of Teaching" from the Normal Department. At the beginning of each month, two students were detailed for each Model School class taught during the practice hour—one to teach, the other to observe, criticise, counsel and prepare herself by a thorough acquaintance with the class, to teach it the following month. At the close of the month, a public examination of the proficiency of the class, and the excellence of the teaching, was held in the Assembly Hall, in the presence of all the Normal students and teachers. At the close of these monthly examinations, transfers of classes and teachers were

made; so that, for each succeeding month, every senior had the teaching of a different grade of pupils in a study differing from that she taught the month before. She was compelled to teach no class, however, with whose work she had not become familiar by a month's previous visiting.

During this teaching hour, the Principal of the Model School, and the Instructor in Theory of Teaching, employed their time in passing from room to room where the senior students were at work, noting carefully their management of the several classes, their methods of teaching, their excellences and defects as teachers, their successes and failures in elucidating difficult points in the lessons, their treatment of dull and bright children, their skill in creating an interest on the part of the children in their studies, their power to command and retain the attention of their classes, ease and facility in illustration, and also the manner of the teachers before their pupils, including such items as tones of voice, expression of countenance, attitude, gestures, etc.; in short, all the qualities and characteristics which go together to make up the efficient and accomplished teacher.

On all these points, the teachers were freely counseled, cautioned, criticised, and commended, in a kindly manner, but without reserve or stint. When errors were committed in teaching or management, they were promptly pointed out, and opportunity given for correction without the errors being, as is too often true of young teachers, suffered to repeat themselves until they become confirmed into habit, alike destructive to the success of the teacher and the advancement of the pupil.

At the beginning of the year, the Model School was under the care of Miss M. R. Pitman, a lady in pos-

session of many excellent qualities of head and heart. She was a graduate of the Oswego (N. Y.) Normal and Training School, and her teaching was in accordance with the methods pursued in that admirable institution. Her management and power to govern the pupils not being equal to her expectation, nor entirely conducive to the best interests of the school, her resignation was accepted, and Miss Ellen Plumb, a graduate of the class of 1867, afterward appointed Principal of this department. Of Miss Plumb's labors, it is but justice to say that they have satisfactorily proved her own capacity for *work*, and, what is of more importance, her capacity for securing work from her pupils. At no examination previous to the close of the last term did the pupils of the Model School show more proficiency in their studies, and evince greater energy and enthusiasm in recitation, than at that time.

THE NEEDS OF THE SCHOOL.

1. An additional permanent teacher in the Normal department is greatly needed. The constantly increasing number of students, and their greater distribution by classes throughout the three-years' course of study, make the present corps of instructors inadequate to the instruction of all the classes. A greater teaching force has become imperative. Reference was made, in the report of your Executive Committee, last year, to the small number of teachers in the Normal School—when compared with other institutions—upon whom the work and responsibility of instruction rested. This year the want of more help has been felt more seriously than then; while, for the coming year, the present faculty, already overworked, could not, with justice to the pupils, perform the labor required. Without desiring to be obtrusive in this matter, I beg leave to

recommend, for the position of second female teacher in the institution, Miss Mary J. Watson, a graduate of the class of 1867. Her accurate scholarship, enthusiastic devotion to the teaching profession, skill and judgment as an instructor, and her experience in the School during the last term, as extra teacher, unite in commending her fitness for the place.

2. I desire to renew my statements of last year respecting the need of a book case. The books constituting the library are now in rough, open cases in the large assembly room. They were constructed for temporary use in the district school house of Emporia. Not only are they out of place in the new building, with its otherwise neat and tasteful furnishing, but they are entirely insufficient to accommodate the books. As it now is, they are piled in, behind, and on top of the cases, in a necessarily promiscuous way, so that reference to given text-books, which is often necessary by an entire class, can only be accomplished by much handling and rehandling of books not wanted, before the proper ones can be found. Besides, much damage is done to the books, by reason of their exposed condition, and the constant accumulation of dust settling upon them from the daily sweeping of the room. Neat cases, with closed doors and glass fronts, and with provision made upon the tops for busts of distinguished characters and statuettes, would supply this want, and add greatly to the appearance of the assembly hall. It would also be desirable to have small book cases provided for the model school room, and each of the recitation rooms, so that, in addition to the general library, the books of each special department, as Natural Science, Mathematics, etc., might be kept separately. Prof. Norton has commenced a collection of specimens in Natural History, mostly geological

and botanical. This a nucleus of the intended museum for the benefit of the Normal students. The specimens are now in a rude box, which, being too small for the purpose, has specimens on its top and lying loosely around it. A cabinet, which might be made in connection with the book case, is needed.

3. Respecting the improvement of the Normal School site, the following sentences were written in my last annual report: "The building is inclosed by a neat and durable fence, but the ground within the inclosure is still unbroken prairie. It should be plowed, and trees, shrubbery and vines planted, and walks and summer houses arranged, at as early a date as practicable. No investment will yield a richer return to the State than that needed to do the work I have indicated, provided good taste and judgment lend their aid in its prosecution." Regretting that, in attempting to supply the wants of the school last year, it became necessary to let the improvements under this head lie over, I beg permission to again invite your attention to the subject. Repeatedly, during the year, have visitors from abroad and citizens from other parts of the State commented upon the seeming neglect which suffers the grounds to remain in their present condition. Viewing the otherwise neat condition of things at the Normal School, it has been pronounced a disgrace to the State that trees have not been set out, and other things done to relieve the *bareness* of a large, handsome building, standing upon the open prairie.

4. When the building was constructed, the wood work received a coating of paint, which was intended as "ground" for a finish of oak graining. It is important that this work be done during the coming year, since the first paint is becoming worn off in many

places, and the interior of the building still presents an unfinished appearance.

5. In consequence of leakage of the roof, the plastering in the assembly hall has been seriously injured, a portion of it having fallen from the ceiling. Considerable repairs are needed here.

BOARDING HOUSE—IMPROVEMENTS.

The boarding house, provided by the corporation known as the Normal School Boarding House Association, was opened for the use of students at the beginning of the fall term. Twenty-five students and the family having it in charge are living in it. The students are somewhat crowded, but still find their accommodations reasonably comfortable. The method thus far adopted in the management of the boarding house has been to place it in charge of a kind, judicious family, who exercise general control over the building and its inmates, see to its safety, and the comfort and quietness of the students, furnish meals to such of the students as do not care to board themselves, etc. The rooms are rented to the students at low rates; in some cases not exceeding twenty-five cents per week for each person, and in none exceeding fifty cents. The students usually club together, two, four or six ladies, or gentlemen in the same way, forming a "family," and board themselves, which is done at small cost.

Notwithstanding the limited size of the boarding house, it has already proved a great benefit to the school. It would be very desirable if another boarding house could be built.

Additions and improvements have been made during the year, as follows:

A pipe-top organ, of the Peloubet manufacture, was purchased of Foster & Cook, of Lawrence, with money

raised by the students at a public meeting of the literary society, and a floral festival.

A set of Appleton's New American Cyclopaedia, with accompanying annual volumes, and a new supply of Webster's large quarto Dictionaries and Lippincott's Gazetteers, have been added to the library.

Three additional stoves, completing the whole number required in the building, have been put up.

A large chandelier and lamps, for the lighting of the assembly hall, dressing rooms and entrance halls, have been procured.

The catalogue for the year is now in the hands of the printer, and will be out in a few days.

RELATIONS OF THE NORMAL SCHOOL TO COMMON SCHOOLS AND TO COLLEGES.

The true place of the Normal School in our educational system does not seem to be clearly apprehended by many of its friends. It is, by some, classed in the college or university system. The Normal School is thus thought of as an institution similar to the universities at Lawrence, Baldwin and other places. In the minds of others, the Normal School occupies something of an intermediate place between the common school and the college, higher than the one, not so high as the other. It is looked upon as an academy or preparatory school, where young men and women can be fitted to enter college.

Neither of these is correct. The Normal School occupies a position distinct from that of any other institution of learning in the State. It is neither an academy nor a college, and ought not to be confounded with either. Its aims and aspirations are entirely different. Its course of study has little in common with either grade of institutions, the classics finding no place in its curriculum of study. Where the studies

are the same, the methods of instruction differ widely. Its design is, not to prepare its students for general business, but for a special vocation—that of teaching.

But while the connection of this institution with the college system of the State is remote, with the common school system it enters into near and permanent relationship. Everything that it does, every lesson learned and recited within its walls, every lecture delivered, every teaching exercise conducted, is with direct reference to the wants of the public schools, and is intended for their improvement. The true place of the Normal School is, therefore, *in* and at the head of the common school system. It is thus, emphatically, the school of the people. Using the language of President Edwards, of Illinois: “The Normal School is pre-eminently a democratic institution. The good it does is diffused throughout the common schools taught by its graduates and pupils, to the remotest nooks of the State. From it every man, high or low, rich or poor, may reasonably expect some direct personal benefit. Give it a fair opportunity, and it will improve the instruction imparted to every child in the commonwealth. I believe that, in this particular, the Normal School excels every other institution of learning. All learning has in it a strong element of popular usefulness; but the culture imparted here goes direct to the common people, without loss, leakage, or waste.”

The characteristic features of the school, being what they are, give to it certain elements, both of strength and weakness. One element of strength is the unity of purpose found in the institution. All its members, students and teachers, work together for the accomplishment of one noble object, viz., the upbuilding in our State of a system of public schools in which all the children shall be rightly taught such lessons from

books, and lessons from life, as will fit them to become men and women of culture, worthy of Kansas and the times in which they live.

Another element, possibly of strength, perhaps of weakness, is found in the necessary isolation of the school from any and all other higher institutions of learning. The nature of its professional training, its method of instruction, the limited means of its students, and the fact that its pupils are drawn from only a small class of the population of the State, prevented its successful working as a department of a university, or in connection with any other institution differing from itself. The consolidation of State institutions, as proposed in the last Legislature, would, as it seems to me, prove highly disastrous to the interests of the Normal School, whatever its effect might be upon the Agricultural College and the State University.

PROFESSIONAL VISITING.

Shortly after the opening of the fall term, having received leave of absence for a few weeks, and been furnished with instructions from the Executive Committee, I undertook a visit to the East, having for one of its special objects the personal examination into the conduct of affairs in the Normal Schools of such States as have these institutions organized upon a basis similar to that adopted in Kansas. It was also a part of my errand to study the working of the common school, academy and university systems of New England.

The object of this professional visitation was to gather such facts, methods and theories of school management and instruction as might be made available in advancing the work of normal instruction here. The expenses of the trip, since the visit was personal as well as professional, were borne by myself.

Without entering into details, except in respect to the oldest Normal School in the United States, I beg leave to present a simple outline of visits made.

NORMAL SCHOOL OF FRAMINGHAM, MASS.

This institution is not only the oldest of the four State Normal Schools in Massachusetts, but also the oldest in North America. It was established at Lexington in 1839, removed to West Newton in 1844, and afterwards removed to Framingham in 1853, where it is now located.

This school was established by the State of Massachusetts for the preparation of female teachers to instruct in her public schools. Pupils are admitted from any State in the Union.

Tuition is free to those intending to teach in the public schools of Massachusetts; but those intending to teach in other States or in private schools are required to pay \$15.00 a term for tuition. At the beginning of every term, each pupil pays \$1.50, to meet incidental expenses.

Candidates for admission must be at least sixteen years of age; must give a pledge to remain in the School at least four consecutive terms, and to observe faithfully all the regulations of the institution; and must declare their full intention of teaching in the public schools of Massachusetts after graduation. They must also present a certificate of good physical, intellectual and moral character, from some responsible person, and pass a satisfactory examination in reading, spelling, writing, defining, grammar, geography and arithmetic.

The course of study includes reading, with analysis of sounds and vocal gymnastics; writing; spelling, with derivations and definitions; punctuation; gram-

mar, with analysis of the English language ; arithmetic ; algebra ; geometry ; physical and political geography, with map drawing ; physiology ; botany ; zoology ; geology ; natural philosophy ; astronomy ; mental and moral philosophy ; school laws ; theory and art of teaching ; civil polity of Massachusetts and the United States ; English literature ; vocal music ; and drawing.

The length of the regular course is two years ; but pupils who have had much experience in teaching, and are well qualified, may complete it in a year and a half—the shortest time for which one can be a member of the School. Those who, in all probability, would become successful teachers, but who fail for any reason to complete the course in the required time, must, and others who desire it may, take a longer time.

I found the number of pupils in attendance to be ninety-two. There are six permanent teachers besides the Principal, making seven in all. This does not include, however, the services of the instructors in drawing and singing. Teachers in these studies are employed but a portion of the time. The school is in session four hours each day. Each teacher hears the recitations of three classes daily. With us, the school is in session six hours, and each teacher conducts the recitations of five or six classes, thus doing nearly double the amount of work that is required at the Framingham School.

A much better classification of the pupils was found than with us, less evidence of hurry and over-work, more consulting of cyclopedia and reference books, more deliberation, system and dignity. In the intercourse between pupils and teachers there was more formality, more attention paid to etiquette, than here.

NORMAL SCHOOL AT SALEM.

This School is also for females exclusively. One hundred and fifty pupils were in attendance at the time of my visit. Nine permanent teachers are employed, besides extra teachers of drawing, music and elocution, and lecturers on civil polity, English literature and zoology. This institution has a library of some eight thousand volumes, a good supply of philosophical and chemical apparatus, and a museum containing a large collection of specimens illustrating various departments of science.

ALBANY, NEW YORK.

The Normal School at this place has been in operation for twenty-five years. Unlike all the other schools I visited, here no time is set apart for the study and discussion of the theory and art of teaching. No special lessons are given in methods of instruction. At this school, not only is the tuition free, and the textbooks furnished without charge, but the necessary traveling expenses of the students in coming to the school and returning to their homes are paid by the State. About 250 students were present.

WESTFIELD, MASS.

The teaching in this Normal School I found to be more truly Pestalozzian than in any other institution I visited. "Object teaching" is at the foundation of all the instruction given to the pupils. The attendance is as follows: Females, 125; males, 15.

Massachusetts pays out annually for the support of her Normal Schools, \$33,000.

NORMAL, ILLINOIS.

The school here gives satisfactory evidence of the

enlightened public spirit of the West in educational matters. Two hundred and fifty thousand dollars have been spent by Illinois in constructing and furnishing the State Normal University building, and \$17,000 is cheerfully given each year for the maintenance of the institution. The result of these outlays is one of the largest and most influential Normal Schools in the United States. Over three hundred pupils were present at the time of my visit.

For a more full account of these, and other institutions visited, I beg leave to refer to the early numbers of the Educational Journal for 1869.

In concluding this report, gentlemen of the board, I desire, in the name of the faculty, to express our many obligations to you for the unwearied interest which you have taken in the management of the institution, and the many personal kindnesses which you have extended to us.

Allow me to subscribe myself, very cordially, your co-worker in the Normal School enterprise.

L. B. KELLOGG.

STATE OF KANSAS, TREASURER'S OFFICE, }
TOPEKA, January 1, 1869. }

To the Legislature of the State of Kansas:

Pursuant to the requirements of law, I respectfully present to your Honorable body, herewith, a statement of the amount of sales of Agricultural College Lands, to October 15th, 1868. Also, the amount and character of investments.

M. ANDERSON, State Treasurer.

REPORT OF AGRICULTURAL COLLEGE LANDS, SOLD BY ISAAC T. GOODNOW, AGENT, FROM JUNE 25, 1867, TO OCTOBER 15, 1868.

DATE OF ENTRY.	NAME OF PURCHASER.	Fraction.	Section.	Town.	Range.	No. of Acres.	Price per Acre.	CASH.	NOTES.	REMARKS.
1867.										
June 25	William Cummings.....	S W $\frac{1}{4}$	25	2	2	160	3 50	70 00	490 00	
" "	James Crichton.....	N E $\frac{1}{4}$	30	2	3	160	4 00	80 00	56 00	
August 1	J. E. Smith.....	S E $\frac{1}{4}$	8	4	6	160	5 50	310 00	2170 00	
" "	" " ".....	N W $\frac{1}{4}$	17	4	6	160	5 00			
" "	" " ".....	S W $\frac{1}{4}$	17	4	6	160	5 00			
" 27	L. Schlegel.....	S E $\frac{1}{4}$	26	14	2	160	5 00	100 00	700 00	
December 6	Andrew Oswald.....	S E $\frac{1}{4}$	8	2	5	160	4 75	95 00	665 00	7 Annual Installments.
" "	Mathias Oswald.....	S W $\frac{1}{4}$	20	2	5	160	5 50	110 00	770 00	" " "
" 17	Alfred T. Riley.....	S E $\frac{1}{4}$	23	3	7	160	3 20	259 00	1813 00	7 Annual Installments.
" "	" " ".....	S W $\frac{1}{4}$	24	3	7	160	3 20			
" "	" " ".....	N W $\frac{1}{4}$	25	3	7	160	3 25			
" "	" " ".....	N E $\frac{1}{4}$	26	3	7	160	3 30			
1868.										
January 23	James Elwell.....	S E $\frac{1}{4}$	22	2	2	160	3 50	160 00	400 00	
February 11	David A. McCleskey.....	Lot 11	28	13	1	16.6	5 00	417 50		
" "	" " ".....	Lot 12	28	13	1	38.4	5 00			
" "	" " ".....	Lot 14	28	13	1	28.5	5 00			
" 13	G. H. Hollenberg.....	S W $\frac{1}{4}$	9	2	5	160	4 00	80 00	560 00	
" 19	David A. McCleskey.....	S E $\frac{1}{4}$	31	13	1	160	7 50	300 00	900 00	
May 14	Thomas W. Waterson.....	N E $\frac{1}{4}$	2	4	5	146.9	3 25	328 06	2296 42	1 to 7 Years.
" "	" " ".....	N W $\frac{1}{4}$	2	4	5	145.5	3 10			
" "	" " ".....	S W $\frac{1}{4}$	2	4	5	160	3 10			
" "	" " ".....	S E $\frac{1}{4}$	2	4	5	160	3 50			
" "	" " ".....	S E $\frac{1}{4}$	35	3	5	160	4 00			
" 18	David Griffiths.....	S E $\frac{1}{4}$	4	5	8	160	5 00	100 00	700 00	1 to 7 Years.
June 3	H. C. Sprengle.....	N W $\frac{1}{4}$	14	3	3	160	3 10	124 00	372 00	1 to 6 Years.
" 4	George H. Perry.....	S W $\frac{1}{4}$	4	10	6	160	3 50	70 00	952 00	
" "	" " ".....	S E $\frac{1}{4}$	4	10	6	160	3 30	66 00		
" 13	James O. Young.....	S W $\frac{1}{4}$	27	2	3	160	3 30	66 00	462 00	
" "	Christian and Levi Albright.....	N W $\frac{1}{4}$	19	2	3	152.3	4 75	90 43	633 01	
July 10	Evan G. Morris.....	S E $\frac{1}{4}$	19	2	3	160	3 60	143 49	1004 43	6 Notes.
" "	" " ".....	S W $\frac{1}{4}$	19	2	3	152.5	3 75			
June 25	William Cummings.....							70 00		1st Installment.
" "	James Crichton.....							80 00		" "
August 1	David T. and John C. Malony.....	S W $\frac{1}{4}$	18	2	3	150 $\frac{3}{4}$	1 30	124 37	373 14	6 Annual Installments.
" 14	S. D. Houston.....	Lot 13	28	13	1	39 $\frac{1}{2}$	5 00	25 50	171 99	7 " "
Septemb'r 2	Albert Avery.....	S E $\frac{1}{4}$	30	9	4	160	4 00	80 00	560 00	7 " "
" 3	Francis McNulty.....	N E $\frac{1}{4}$	28	2	2	160	3 50	70 00	490 00	7 " "
" 24	Alexander Hamilton.....	N E $\frac{1}{4}$	28	2	3	160	3 10	130 00	910 00	7 Annual Installments.
" "	" " ".....	N W $\frac{1}{4}$	31	2	3	160	3 40			
" 30	Albert Avery.....							480 00		1st 6 Annual Installments.
.....	.....							4029 35	17952 99	
.....	.....							4029 35		Total Cash Receipts.
.....	.....							3988 79		Amount Invested in U. S. 5-20 Bonds.
.....	.....							40 56		Amount Cash Balance.